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ABSTRACT

Olympus Research Centers, in a joint effort with the Salt Lake City School District, designed and produced a package of material to extend the benefits of career education to preschool children in the home. The materials were to serve as resource tools and discussion vehicles for parent training groups. The guiding concept was that parents should be trained to provide positive career education support experiences to their children in the home. The materials produced were a book, "Your Child's Career"; a film; six filmstrips and audio cassettes; and a parent-teacher guidebook. The materials were developed by a group of qualified professionals in consultation with an advisory board made up of school administrators, teachers, and parents. The group included representatives of all ethnic groups in the Salt Lake City area, handicapped and non-handicapped individuals, and an approximately equal ratio of males and females. After the materials were developed, two pilot parent training groups were organized, and the materials were evaluated by those groups. The evaluation included pre- and posttests, tape recordings of the sessions, and personal interviews with participants following completion of the training program. In general, the evaluations can be best described as "positive." Suggestions offered by the parent training groups were incorporated into the materials before final production. (Author/CT)

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FINAL REPORT

Supporting Home-based Career Education at the Preschool Level

by

Olympus Research Centers
Garth L. Mangum, Project Director

July 1, 1976 to September 30, 1977

Project No. 554AH60468

Contract No. 300760279

A Career Education Communications Project
under
Section 402 and Section 406
of the
Education Amendments of 1974 (PL 93-380)

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ABSTRACT

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(7) Project Director: Garth L. Mangum

(8) Grantee: Olympus Research Centers
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Olympus Research Centers, in a joint effort with the Salt Lake City School District, designed and produced a package of materials for the purpose of extending the benefits of career education to preschool children in the home. The primary function of the materials was to serve as resource tools and discussion vehicles for parent training groups. The guiding concept

was that parents should be trained to provide positive career education support experiences to their children in the home.

The materials produced by Olympus Research Centers were:

- A 316-page book titled Your Child's Career
- A 12-minute, 16mm film titled "Your Child and Career Education: An Introduction to Home-based Career Education"
- A series of six filmstrips and audio cassettes --

  "Work: What You Do All Day"

  "Work Values and Attitudes Begin at Home"

  "How to Teach Your Child to Work"

  "Introduce Your Child to the World of Work"

  "Broaden Your Child's Career Options: Non-traditional Roles and Stereotypes"

  "Parents and Career Education for the Handicapped Child"
- A parent-teacher guidebook titled Home-based Career Education: A Guide for Parents and Teachers

The materials were developed by a group of qualified professionals in consultation with an advisory board made up of school administrators, teachers, and parents. The group included representatives of all ethnic groups in the Salt Lake City area, handicapped and non-handicapped individuals, and an approximately equal ratio of males and females.

After the materials were developed, two pilot parent training groups were organized, and the materials were evaluated by those groups. The evaluation included pre- and post-tests, tape

recordings of the sessions, and personal interviews with participants following completion of the training program. In general, the evaluations can be best described as "positive." Suggestions offered by the parent training groups were incorporated into the materials before final production.

In preparing the materials and in organizing the parent training groups, special efforts were made to reduce or eliminate race and sex stereotyping and to give extra attention to the needs of handicapped children.

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SUPPORTING HOME-BASED CAREER EDUCATION

AT THE PRESCHOOL LEVEL

Those who developed the principles and concepts of career education have long recognized that an important segment of the career education process takes place in the home, both prior to and after the time the child enters school. The importance of the home is particularly apparent in such critical areas of concern as the development of work attitudes and values, the adoption of good work habits, and the exploration of the world of work.

The key questions regarding this concept are: (1) How can career education be extended to the child in the home? (2) How can parents be trained to implement a positive career education program in the home?

Major Activities

With these questions in mind, Olympus Research Centers, in a joint effort with the Salt Lake City School District, set out to develop and produce a set of media materials designed to

extend career education into the home. The concept of home-based career education revolves around the premise that children inevitably receive most of their work values from their parents, and that parents can be trained to emphasize the development of positive values in preference to negative values.

Another significant consideration to the development of any educational program is to make certain that all portions of the population are included in the program design. Unfortunately, in the past one significant group has often been neglected when career education materials were being developed. That group is that portion of the population designated as "handicapped." The handicapped are gradually -- although belatedly -- being channeled into the mainstream of both education and the work force. Thus, the needs of that group of individuals for career education materials are even more pronounced than the similar needs of the non-handicapped population.

Accordingly, in developing the materials for this project, Olympus Research and the Salt Lake City School District fully considered the needs of the handicapped as well as the non-handicapped populations. All of the materials developed incorporate considerations for the handicapped, in a general sense as well as in the specific sense. That is, while some chapters of the printed materials and some segments of the visual materials deal specifically with the career education needs of the handicapped, all materials include general consideration of those needs.

Since it is the parents through whom children in the home are most appropriately contacted, Olympus designed the media

materials for this project primarily to serve as training tools for parent groups. The objective is to provide parents with sufficient motivation and information so that they might carry the positive principles of career education into the home and apply those principles to the rearing of their own children. The media materials which were developed are:

(1) A guide book for home-based career education, written for parents and designed to explain the principles of career education as well as to provide guidelines implementing career education in the home

(2) A handbook for trainers who will conduct parent training groups, giving basic principles of adult education and more detailed information about the practical application of career education in the home

(3) A 12-minute "concept" film which explains the need for career education, offers basic information, and motivates parents to participate in the training sessions

(4) A series of six 15-minute filmstrips and audio tapes, each designed to serve as a concept nucleus around which to build a parent training session

These various materials provide a total package for the process of training parents to incorporate the principles of career education into normal daily activities in the home.

The original proposal submitted by Olympus Research Centers and the Salt Lake City School District contemplated both development of materials and full evaluation of those materials by a series of parent groups. However, the modified proposal accepted by the U.S. Office of Education essentially eliminated the evaluation phase in favor of the primary task of developing and producing the training materials. Nevertheless, through careful planning we were able to perform a pilot evaluation of the materials using two separate parent groups. This was done by arranging for the evaluation groups to perform double duty: They not only looked at and evaluated the materials, but they also contributed to the development of those materials in both advisory and participatory capacities. This would not have been possible had it not been for the full cooperation of the Salt Lake City School District and the efforts of Superintendent Donald Thomas.

Project Participants

The first task was to identify resource personnel in two specific contexts. One was in the actual writing of the materials, and the other was as an advisory board to provide input and evaluation of the materials as they were developed.

Produce development personnel included Dr. Garth L. Mangum, an authority in the field of career education; Dr. Mary Olsen, a specialist in education for the handicapped; Dr. Elwood Peterson, an authority in value formation and child development; and G. Donald Gale, a communication specialist.

Key persons in the advisory board group included Dr. Donald Thomas, superintendent of Salt Lake City Schools; Rosamond Demman, career education specialist for Salt Lake City Schools; Dr. Lynn Jensen, career education specialist for the Utah Department of Education; Delores Murray, director of Head Start programs in the Salt Lake area; Dr. Geraldine Clark, director of the Office of Child Development for the Utah Department of Education; Richard Randall, a teacher in the Head Start program; Hazel Lambeth, a teacher in the Head Start program; and Susan Monahan, a specialist in special education for Salt Lake City schools. As mentioned earlier, parents in the two parent evaluation groups also served as adjunct members of the advisory board.

At the request of members of the advisory board, formal meetings of the group were kept at a minimum. Instead, an informal system was developed which provided for contact with board members on a monthly basis and which allowed for meetings of subgroups within the advisory board for specific purposes such as reviewing scripts, photographs, and other materials. The parent training groups met on a regular weekly basis during the spring of 1977.

Project participants may be considered as three separate groups, although there was some overlapping, particularly with regard to participants in the filming of visual components and participants in the evaluation groups, since they were drawn from the same population. The three groups are: (1) the development group, including the advisory board, (2) the "actors" in the visual media, including both children and parents, and (3) the

evaluation group, made up of two parent training groups. A numerical summary of project participants by group is provided below. In addition, the "Career Education Program Participant Summary" (OE Form 467) is included as Appendix E of this report. It provides a more complete breakdown of ethnicity and other characteristics for all participants combined.

Participants in the Development Group

Teachers	3
Administrators	6
Parents	29
Project Personnel	5
TOTAL	43

Participants as "Actors" in the Visual Components

Preschool Children	39
Elementary School Students	11
Middle/Junior High Students	4
Senior High Students	12
Parents	24
Teachers	7
Counselors	2
Administrators	2
TOTAL	101

Participants in the Evaluation Group

Parents	29
Teachers	2
Administrators	1
Project Personnel	2
TOTAL	34

(Note that the sum of the totals above exceed the grand totals reported on OE Form 467 in Appendix E. This is because there was some overlap in participation among the three groups. For instance, some individuals participated in all three groups. The totals reported on OE Form 467 represent all individuals who participated in the project, regardless of the nature of that participation.)

Product Development

The development of the products contemplated by the project began with a thorough search of the literature under the direction of Dr. Mary Olsen and Dr. Arden Thorum. The literature search included an ERIC search, correspondence with various national organizations (such as the Council for Exceptional Children), and a thorough review of career education materials produced under the sponsorship of the U.S. Office of Education.

Following the literature search and a preliminary analysis of the materials and information uncovered through that search, specific assignments were made for the first phase of materials development. As project director, Dr. Garth Mangum assumed overall responsibility for the timely completion of the various tasks, Don Gale was assigned responsibility for organizing the printed materials, and Dr. Mary Olsen was assigned responsibility for overall concept development with regard to the audiovisual components. Other members of the product development groups were assigned specific chapters or specific segments of the material for initial development.

As the materials were developed, they were edited to ensure consistency of content and quality, and then the materials were circulated to each member of the product development group and to key members of the advisory board. Suggestions from each reviewer were considered by all other members of the group, and those suggestions which were accepted were incorporated into the materials before the final draft was prepared. This concluded the second phase of product development.

The third phase was to involve the two parent groups in the actual product development as well as to conduct pilot studies with those groups with regard to the effectiveness of the materials. The exigencies of production made it impossible to provide completed books to the parents, but we were able to present portions of the completed manuscript for consideration and suggestions. Parents were able to see the master slides and hear the master tapes prior to the time when they were produced as filmstrips and audio cassettes. This allowed valuable input from the parent groups, and it made it possible for the development group to incorporate suggested changes in the audiovisual materials before final production.

At the same time that the parent groups reviewed the materials for content, the parents were also involved in an evaluation of their effectiveness. A description of the evaluation procedure and the results is included below. In general, the reaction of parents was positive.

Product Descriptions

All of the products developed for this project are included with this report, either as appendices or as attachments. By way of summary, short descriptions of each are as follows:

"Your Child's Career"

This 316-page book is a guide for parents who wish to bring the benefits of career education to their children. It may be used as a "textbook" for parent training groups, or it may be used independently as a resource tool in the home by parents who are concerned about the career development of their children. The book is also an excellent source book for teachers in the fields of early childhood education, career education, and special education.

While Your Child's Career concentrates primarily on early childhood, it includes consideration of the full range of career development activities from birth through entry into the work force. The book discusses the need for career education, the principles of career education, and the various stages of career education. It gives parents practical guidelines about how they might provide positive career education experiences for their children in the home, and how they might support the career education activities of the school system at various levels. In addition to a chapter which deals specifically with career education for the handicapped child, consideration is given to the needs of the handicapped throughout the volume.

The book contains twelve chapters:

Chapter 1 -- "Your Child and Career Education" -- is a

discussion of the impact of activities around the home on the child's career development. The chapter tells of the importance of career education and of the vital role which is played by parents and the home.

Chapter 2 -- "The Changing Nature of Work and Work Roles" -- explains how changes in the labor market and in the kinds of work available have influenced the movement toward career education. The chapter discusses such things as the change from a production economy to a service economy, the increasing role of women in the work force, and the growing opportunities for handicapped workers.

Chapter 3 -- "Career Education Concepts" -- provides a summary of the principles and concepts of career education as enunciated by the proponents of that movement. It also emphasizes the role of the home in the career education process.

Chapter 4 -- "The Development of Work Attitudes and Values" -- tells about how the attitudes and values a child develops during the preschool years stay with the individual throughout his or her lifetime. It describes the development of these values, and it provides some practical suggestions for parents to ensure that the values and attitudes which their children might develop are positive attitudes.

Chapter 5 -- "Career Awareness" -- deals with that important phase of career education which begins during the preschool years and extends through the elementary grades. The chapter is primarily concerned with ways in which parents can provide career awareness experiences for their children, but it also discusses

ways in which parents can support the career awareness program in the elementary school.

Chapter 6 -- "Career Exploration" -- continues the discussion fron the previous chapter by moving into the next phase of career education, that phase in which children begin to explore the world of work and the many types of work which it contains. The chapter compares the normal developmental pattern of children with career-related needs, and it concludes that children can derive great value from combining career exploration with self-exploration.

Chapter 7 -- "Decision Making" -- discusses how children learn to make decisions and the role decision making plays in the career development process. It provides suggestions to parents for helping their children develop decision-making skills, beginning in early childhood and extending through the adolescent years.

Chapter 8 -- "Career Preparation" -- presents information concerning the final formal phase of career education. It is designed to help parents understand the difficulties involved in career preparation, and to provide parents with strategies to be used in supporting their adolescent youngsters during this critical transition period.

Chapter 9 -- "The Handicapped and Career Education" -- is concerned with the ways in which parents of handicapped children might assist those children in career development. The chapter encourages such parents to help their children prepare for full participation in the career education process and in the labor force.

It discusses some of the developments which have taken place in recent years, and it suggests ways in which parents might help the handicapped achieve more equitable treatment.

Chapter 10 -- "Career Prospects" -- offers some projections about developments in the labor market and in the types of jobs which are likely to be available when today's children are ready to enter the work force. The chapter also suggests ways in which children might best prepare themselves for entry into the labor market.

Chapter 11 -- "Launching the Career" -- gives practical information about the steps involved in locating, obtaining, and holding a job. It tells how parents can help their youngsters in the job search process.

Chapter 12 -- "Conclusion" -- summarizes the philosophical points of the previous chapters and re-emphasizes the importance of extending the principles of career education into the home.

"Your Child and Career Education"

The 16mm film produced for this project serves a double function: First, it may be shown to groups of parents to serve as an introduction to home-based career education and to motivate parents to participate in parent training groups. Second, the film may be used independently to promote the concepts of early childhood career education and to explain the need for establishing a home-based career education program. The full title of the film is "Your Child and Career Education: An Introduction to Home-based Career Education."

The film is approximately twelve minutes long. It begins by visually connecting the skills of the work place with the skills learned in early childhood, and it explains that experiences obtained in the home have a lasting effect upon satisfaction during the working years. The film discusses the role of the home in three specific areas of development: (1) work values and attitudes, (2) decision making, and (3) career preparation.

Visual images illustrate the textual content to reinforce the various concepts by showing how parents can incorporate career education experiences into the normal daily activities of the home. The lifetime impact of these early childhood experiences is emphasized.

Filmstrip Number 1 -- "Work: What You Do All Day"

The first filmstrip in the series of six is aimed directly at parents. It defines work, and it discusses the attitudes adults have about the work they do. The presentation establishes a connection between the attitudes adults have about work and experiences which occurred in early childhood. The objective is to cause the viewer to think about his or her own feelings concerning work and to wonder about where those feelings originated.

As is the case with each of the filmstrips in the series, this audiovisual presentation is designed to stimulate discussion. It includes illustrations of the points made by the filmstrip, plus graphics of the key items so that the group leader has specific discussion topics.

Filmstrip Number 2 -- "Work Values and Attitudes Begin at Home"

This presentation picks up where the first filmstrip left off, emphasizing the connection between early childhood experiences and work satisfaction. However, there is a distinct difference. Where the first filmstrip is centered around the parents themselves and their own experiences, the second filmstrip deals with children and the ways in which parents can influence the development of good work values and attitudes. The script notes that parents will inevitably influence the values and attitudes of their children, and that through conscious intervention in the process it is possible for parents to enhance positive experiences and minimize negative experiences.

The objective of the filmstrip is to give parents practical suggestions about how to help their children develop work values that are consonant with the desires of the parents and the needs of the children.

Filmstrip Number 3 -- "How to Teach Your Child to Work"

This filmstrip discusses one of the problems which concern all parents. However, rather than make the problem of work participation an isolated problem, this presentation shows that learning to work around the home is part of the lifelong process of career education. The filmstrip provides some guidelines for parents to use in making work assignments and in teaching children to work. It cautions parents not to expect too much (or too little) from their children. The concepts of reward and punishment, positive reinforcement, and work scheduling are discussed.

The objective of filmstrip number 3 is to provide parents with productive strategies for assigning work tasks around the home so that they have a positive influence on career development.

Filmstrip Number 4 -- "Introduce Your Child to the World of Work"

The fourth presentation is designed to support the work exploration activities of young children. It provides specific suggestions for calling attention to workers around the neighborhood, for organizing field trips to work sites, and for planning visits by the children to the parents' places of work. The filmstrip emphasizes that career awareness activities do not require added special events so much as they require the simple addition of a new component to normal activities. For instance, when parents visit the zoo with their children, they should call attention to the men and women who care for the animals as well as to the animals themselves.

The objective is to give parents suggestions about how they might help their children become aware of the workers around them who supply goods and services to the family and others.

Filmstrip Number 5 -- "Broaden Your Child's Career Options: Non-traditional Roles and Stereotypes"

This filmstrip is a response to a specific need of the times as disclosed by the literature search and by comments from the members of the advisory board. The presentation deals with three common work stereotypes -- race, sex, and physical condition. It suggests that if we are to eliminate stereotyping in our culture, we must begin by not imposing stereotyped expectations on children.

The filmstrip discusses some of the ways in which stereotyping is perpetuated, both intentionally and unintentionally, and it provides practical means for avoiding such instances in the home.

The objective of filmstrip number 5 is to call attention to the problem of stereotyping, while at the same time offering suggestions about ways to avoid restricting career horizons of children through stereotyped attitudes and activities.

Filmstrip Number 6 -- "Parents and Career Education for the Handicapped Child"

The final filmstrips deals with the career education needs of handicapped children. It tells how opportunities for the handicapped have improved in recent years, and it discusses the development of the "mainstreaming" concept in education. The presentation encourages parents to provide career education opportunities for their handicapped children so that they might be better prepared for integration into the work force. The point is made that handicapped children are more like other children than they are different from others, and thus they need the same kinds of development opportunities.

The objective is to motivate parents of handicapped children to include a career education component in normal household activities.

"Home-based Career Education: A Guide for Parents and Teachers"

This guidebook is designed to serve a double function in the home-based career education training program. Its primary function is to serve as a resource tool for teachers or group leaders as they organize, prepare for, and conduct the parent

training sessions. The secondary function of the guidebook is to provide parents who participate in the training with a printed text of the information contained in the filmstrips which can serve as the nucleus of the discussion sessions. The guidebook should be used only in conjunction with the filmstrips.

The guide begins with a short introduction to the concepts of home-based career education, with specific attention to the role of parent training groups in carrying those concepts into the home. The guide also discusses some of the principles of adult education so that group leaders can be better prepared to lead the discussions. It tells leaders how to organize parent training groups, how to make arrangements for meetings, how to conduct the sessions, how to operate the necessary audiovisual equipment, and other information necessary for successful group discussion. The guidebook even provides a checklist for room arrangements so that the leader will not overlook items which might detract from the discussion.

Following the introductory section, the actual scripts of the six filmstrips are presented, including numbered slide-change points. These scripts are valuable to the group leader in preparing for the discussions and to the participants in examining specific content information. Each of the scripts includes a statement of objectives to guide the group and to set the target for discussion topics.

Evaluation and Dissemination

The Salt Lake City School District selected two parent groups to serve as pilot groups and evaluators for the parent

training program. The parent groups viewing the presentations were made up of mothers and fathers from two classrooms of children enrolled in the Salt Lake City Head Start program. Head Start parents were selected for field testing the slide-sound presentations because those parents provided a representative racial and ethnic mix, and because the groups included parents of both handicapped and non-handicapped children. The two groups met separately under the direction of two different leaders, one male and the other female.

Two Head Start teachers, Hazel Lambeth and Richard Randall, served as the parent group leaders. Prior to the career education parent training and during the seven-week training for parents, the teachers were trained in weekly preservice sessions by Delores Murray, Head Start director, and Mary Olsen, a member of the product development group.

It should be noted that parents were able to see their own children in the filmstrips because the Head Start children were frequently selected as subjects for the photographs used in the filmstrips. The career education filmstrips/discussions were held in the evenings once a week in homes or at the Head Start center. Child care was provided to allow parents to attend.

The total number of parents attending the presentations was 29. Nineteen families were represented by at least one parent.

Three major methods were used to evaluate the effectiveness of the career education training for parents. They included:

(1) Tape recordings of comments by parents and teachers following the sound-slide presentations

(2) Parent follow-up interviews conducted after the group training sessions

(3) Pre- and post-testing

Comments by Parents and Teachers

Comments related to changes in knowledge and attitudes were varied and enlightening. They included the following ideas and comments categorized according to the sound-slide presentation used to trigger the thinking and discussion.

"Work: What You Do All Day" -- After the sound slide presentation, parents discussed the kind of work they did, their feelings about work, and the origins of those feelings. Parents were particularly taken by the idea that work might be enjoyable. Several parents made comments such as:

> You know, now that you mention it, there are things that I like about my work. I like working in the yard and sewing -- like making a dress.
>
> . . .
>
> It's so easy to focus on just what you dislike about work, and when you think about it there are some very enjoyable moments, too!

One parent said he has a full-time job and has a car customizing business on the side. He observed that customizing was more fun before he started making money doing it. After much discussion of this dilemma with the group, he decided that it wasn't getting paid for the work that "spoiled it," but rather having to get things done on a set time schedule and becoming dependent on the additional income.

The group leader asked, "What would you do with your time if you had enough money to live comfortably without working?" One

parent said he would "just kick back on a big boat and fish all day long." His wife and others said that after a while even fishing would get boring. He replied, "No, it wouldn't, because I'd find a way to make money at it!"

"Work Values and Attitudes Begin at Home" -- After the slide-sound presentation, parents said they felt it would be nice to teach their children positive attitudes about work, but it might take a long time to readjust their own thinking and actions. One parent said, "I'll try by taking one step at a time." The parents were excited about starting to change their own attitudes and actions. Comments included:

> I guess learning to tie a shoe for a child might be related to later work habits.
>
> . . .
>
> That thing about attention span being learned really impressed me. My child can't sit still one minute unless she's doing something she really likes.
>
> . . .
>
> I was impressed by the example of the positive method to get a child to do work. I think I'll try more of that. The example made it very clear. I wish there were more examples. They were helpful.
>
> . . .
>
> I always tried to bribe my child to do work rather than acting as though it was something to be shared by all.
>
> . . .
>
> The difference between what adults and children can do really got to me because I often want my child to make the bed like I would do it, and I guess he isn't old enough to do it that way.

"How to Teach Your Child to Work" -- The discussion centered on children's work. Parents talked extensively about the rewards parents use to get children to do work. Some said they pay their

children to do odd jobs. Others give an allowance, contingent on chores completed. Others said they buy their children what they need and don't believe in paying for jobs the children should do anyway. A discussion about the relationship between work and money continued at some length. Parents felt that a reward system could be very good if it was consistent and held meaning for the children. Parents also said:

> I've learned that it is important to let children know exactly what's expected of them.
>
> . . .
>
> It's important to give children jobs appropriate for their age level.
>
> . . .
>
> I'm going to use more demonstration to teach my child chores. Talk just doesn't work.

Parents discussed the reasons that children may not complete a task and explored ways to help them find satisfaction in completing tasks. One parent said, "It's very important to verbally reinforce a finished job."

One couple told about a game in their home in which the children showed little interest. One night the parents got interested in the game and played for some time. After that the game became the children's most popular pastime.

One parent said, "I hadn't thought about how letting a child choose his own clothes might benefit later decision-making skills." Another parent said, "This is the first time I've thought about how I was using work as a punishment . . . you know, when I'd tell the kids to do their work."

"Introduce Your Child to the World of Work" -- This discussion was controversial. Some parents believed that it would be helpful to take a child to the place of business and let him or her see, and other parents believed that it could be dangerous or that the child wouldn't understand.

Most of the parents said they believed that hands-on activities and real experiences are by far the best way to learn. For example, one parent said, "Have you ever tried to explain the taste 'salty' to a person who hasn't tasted salt? This is how children feel when told how things happen without being part of it."

Parents talked about interesting field trips in the neighborhood that they could use to help their child learn about work and careers. One parent said, "I went to the zoo the other day with my child, and it was the first time I'd thought about talking about what the workers do instead of just saying things like 'see the elephant.'"

"Broaden Your Child's Career Options: Non-traditional Roles and Stereotypes" -- There was general agreement that this was one of the best of the filmstrips. The parents felt that the issues discussed were important, and even though they had not thought about many of the ideas presented before this time, they agreed with most of them. There was more parent discussion than at previous meetings, and the tempo of the discussion was accelerated. Many parents shared quite personal feelings about sex roles, masculinity, and femininity. According to the group leader, "The discussion flowed so easily that by the time I reviewed the

discussion questions in the manual, we had touched on each one of them already."

Parents' comments included:

> I think all children should be exposed to handicapped people so that they can learn to accept all people and see their place in society.
>
> . . .
>
> Sex roles are learned early from what children see and hear.
>
> . . .
>
> I don't think doing car repairs will teach girls to be masculine. It will just help them learn to do both roles.
>
> . . .
>
> If more work was shared, both sexes would have more rounded development.

One father commented that it really bothered him to see his preschool son wear lipstick and dress in women's clothes, even though that was the only way he could play clown. After some discussion, he decided that maybe it was okay, but he said, "I'd never take him to town in a dress."

Final Class Session* -- During the final group meeting parents shared some additional reactions to the sessions. One group summarized that they felt that the most important things they had learned were:

(1) Be consistent.

(2) Don't use work as a threat or punishment.

(3) Share time and self with children. Quality is more important than quantity.

---

*The sixth filmstrip -- "Parents and Career Education for the Handicapped Child" -- was not completed in time for the final meeting of the parent training groups. However, the parents did listen to the script and discuss the concepts it presented.

(4) Respect children's views and thoughts.

(5) Share different career experiences with children.

(6) Children learn negative attitudes from what they see and hear.

When parents were asked to share their impressions of the changes made in dealings with their children as a result of participating in the training, they said:

> I'm more willing to let my children try new tasks than I was before.
>
> . . .
>
> I am more conscious of the messages that I give my child about work, and I try to give more positive messages.
>
> . . .
>
> I have more realistic expectations for my children and I know better how to help them learn.
>
> . . .
>
> I let my kids experiment more.
>
> . . .
>
> I have stopped passing on my judgments about toys and play being 'boyish' or 'sissy stuff' to my child.

When parents were asked to describe any changes in the filmstrips that they would recommend, or any criticisms, most were enthusiastically positive in their responses. Several parents thought that the filmstrips should be shown to youngsters in junior high and high school before they got married and started forming bad habits in their relationships to their own children. One parent felt that the filmstrips did not emphasize enough the intrinsic, non-material rewards of work, such as the "joy of achievement."

Finally, we asked the parents if they would encourage friends and relatives to participate in a similar training project, using these filmstrips, and all agreed that they found the training very worthwhile and would recommend it to anyone. The group leaders reported that some parents were so enthusiastic about the training that they invited grandparents and other relatives to attend some of the sessions.

Parent Follow-up Interviews

After all career education presentations were completed, parent interviews began. A random sample of fourteen parents was selected for interviewing. The interviews were conducted in the homes, at the Head Start Center, or if necessary, by telephone. Two parents could not be reached to be interviewed. One parent changed his telephone number to an unlisted one and could not be located. However, ten interviews were completed. A sample of the parent interview form is included in the appendix (Appendix C). When asked if their attitudes, knowledge and behavior had changed as a result of the career education filmstrips and discussions, all parents interviewed responded affirmatively. When asked for specific examples of change, most parents stated general attitude or behavior change. For example.

> I'm more careful about how I express my attitudes about my work. I don't say I <u>have</u> to work.
>
> . . .
>
> Before, I didn't think children needed career education this young. Junior high seemed like the appropriate time. But now I feel different.
>
> . . .

> Mostly, the filmstrips reconfirmed what I already believed, but now I'm more conscious of my messages about work that my kids might hear.

Four parents said that their attitudes, knowledge, and behavior about work had changed, but they couldn't cite specific instances.

When asked about attitude change toward career education, parents gave answers that represented both attitude and behavior change:

> It's important to teach your children a good attitude about work instead of making work seem 'awful.'
>
> . . .
>
> I've had more patience with my children. I let them do more things for themselves. I don't do things for them.

Parents were asked if their behavior had changed as a result of the career education presentations. These specific examples of what they are doing "differently" with their children were given:

> Now when I'm folding clothes, I take out underwear and wash cloths and let her fold them. Then she doesn't drive me nuts.
>
> . . .
>
> I give my kids more tasks. I give them certain things they have to do and they do it. Sometimes there is trouble, but we work it out.
>
> . . .
>
> I used to use work as a threat. 'If you can't find something to do, then go clean your room.' Now I don't do that anymore.
>
> . . .
>
> Now I talk about jobs when they ask me about different kinds of work. I'm more likely to listen to her questions and to explain to her more carefully what a job involves.

Asked if their knowledge had been increased about career education, most parents gave answers that again reflected attitude and behavior changes. Two parents, however, were able to cite facts they had recieved from the presentations:

> Mostly, the filmstrips reinforced concepts I already knew. But I hadn't known about the toy preference study. I thought it was interesting.
>
> . . .
>
> I found out that kids do not have to be paid with money; they can be 'paid' with praise. That's a result of the filmstrip.

After the parents were asked generally about changes in their attitudes, knowledge, and behavior, they were asked to report what they had learned from each of the filmstrips.

"Work: What You Do All Day" -- Only three parents had specific comments on the material in this filmstrip. One parent remembered the Tom Sawyer example from the filmstrip and stressed the "fun" or satisfying aspect of work. Another said, "Work is no longer made a threat or punishment since the filmstrip." One mother said, "I still complain about going to work, but not as often."

"Work Values and Attitudes Begin at Home" -- Several parents were impressed by the example in this filmstrip of the mother's two possible responses to the child's messy room -- the positive message and the negative message. One parent said she wished there were more examples of the positive versus negative ways to respond to the child. One parent noted the bed-making example and said, "It had never occurred to me before that I hadn't shown her how to do the things I wanted her to do right."

Several parents said that they had become aware of how much even their young children could do around the house.

"How to Teach Your Child to Work" -- Most of the parents mentioned the money/reward controversy in connection with this filmstrip. One parent said, "I don't think we should pay them for jobs they should do anyway." Another said, "My husband and I talked about it, and we decided we'll pay our kids for work they've done."

One parent liked especially the idea of giving the child money at the grocery store and letting him choose his own cereal to buy. Most parents felt that a reward system of some kind would "be good for the children if it was consistent and held meaning for them."

"Introduce Your Child to the World of Work" -- Several parents mentioned that some jobs are dangerous and so children should not be taken "on the job." However, most agreed that if it is a safe situation, children can learn a lot from exposure to a job setting. Only one parent, a male nurse, said that he had taken his child to his job; he gave her a tour of the hospital he worked in.

One mother said that although you can't visit every job, at least you can talk about pictures of jobs or point out workers while traveling in the car. Another parent said, "We haven't taken our own child to our job, but I think it's a good idea. Children exposed to more jobs will have a lot more choices."

"Broaden Your Child's Career Options: Non-traditional Roles and Stereotypes" -- Parents' comments regarding this filmstrip

were generally positive, indicating that they, too, opposed sex stereotypes. Several parents said that they hadn't been aware of contributing to traditional roles in assigning tasks to their boys and girls.

Two parents objected to the idea raised in the discussion group that a woman could do any job. One mother in the interview said that she was afraid that women would become "unfeminine" if they did jobs such as "stacking lumber." However, the same mother said that she now has her daughter take out the trash, which she hadn't done before the filmstrip.

General Impressions -- When asked what they liked least and most about the career education presentations, and what topic areas they would like to see repeated or expanded, most parents were generally positive:

> I liked the whole thing.
>
> . . .
>
> I didn't even know there were classes like this. I wish I could have gone when my kids were littler.

One parent felt that the language used in the filmstrips was directed "toward a child's level," and that there was "too much repetition." Another wished that there had been a summary to "tie things together."

Most parents would have appreciated seeing more examples on discipline. Several mentioned that more written handouts along with the presentations would have been helpful.

Four of the parents felt that their discussions after the filmstrips were dominated by one or two persons and regretted that they were not able to contribute more.

Pre- and Post-Testing

Parents who participated in the group training sessions were asked to complete a pre- and post-test to measure knowledge and attitude differences that might have occurred as a result of the training sessions. (See Appendix D for a copy of the test.) The pre-test was given during the first few minutes of the first class session, and the post-test was given during the last class session. The test items used were identical for pre- and post-tests.

Of the approximate 29 persons attending the class sessions, 22 persons completed both the pre- and post-tests. Of the remaining seven persons, four started after the first session and thus did not take the pre-test, and two were absent the last session and did not take the post-test. One parent chose not to take the test. Only the scores of respondents taking and completing both the pre- and post-tests were used. The remainder of the tests were discarded.

On the basis of the chosen statistical comparison, the means of the two samples were determined to be significantly different. Given the nature of the research design, some caution must be exercised concerning inferences made from the results. With this caution in mind, the investigators feel that although it cannot be demonstrated with complete certainty, a substantial portion of the difference between the pre-test and post-test results is probably due to the career education training.

As there were no pre-existing instruments to measure attitudinal change in the area of career education training for parents

of preschool children, the investigators found it necessary to construct such a test. The items selected were thought to provide a fair, although not necessarily comprehensive representation of the content area. No attempt was made to assess the reliability of the test; neither were studies of validity conducted. No attempt was made to disguise item content, but response set was largely controlled for by randomly reversing the order of the scoring.

A statistical comparison was made of the pre-test and post-test groups to determine whether the means of the two groups differed to a significant degree. Design-wise the comparison might be referred to as a one group pre-test/post-test design.

The pre-test and post-test scores were statistically compared using a t-test for correlated samples. Alpha was set at 0.05. The null hypothesis under investigation may be stated in the following manner: H_o = the means of the population from which the samples come do not differ to a degree greater than would be expected by chance alone. The results are summarized in both tabular and graphic form below.

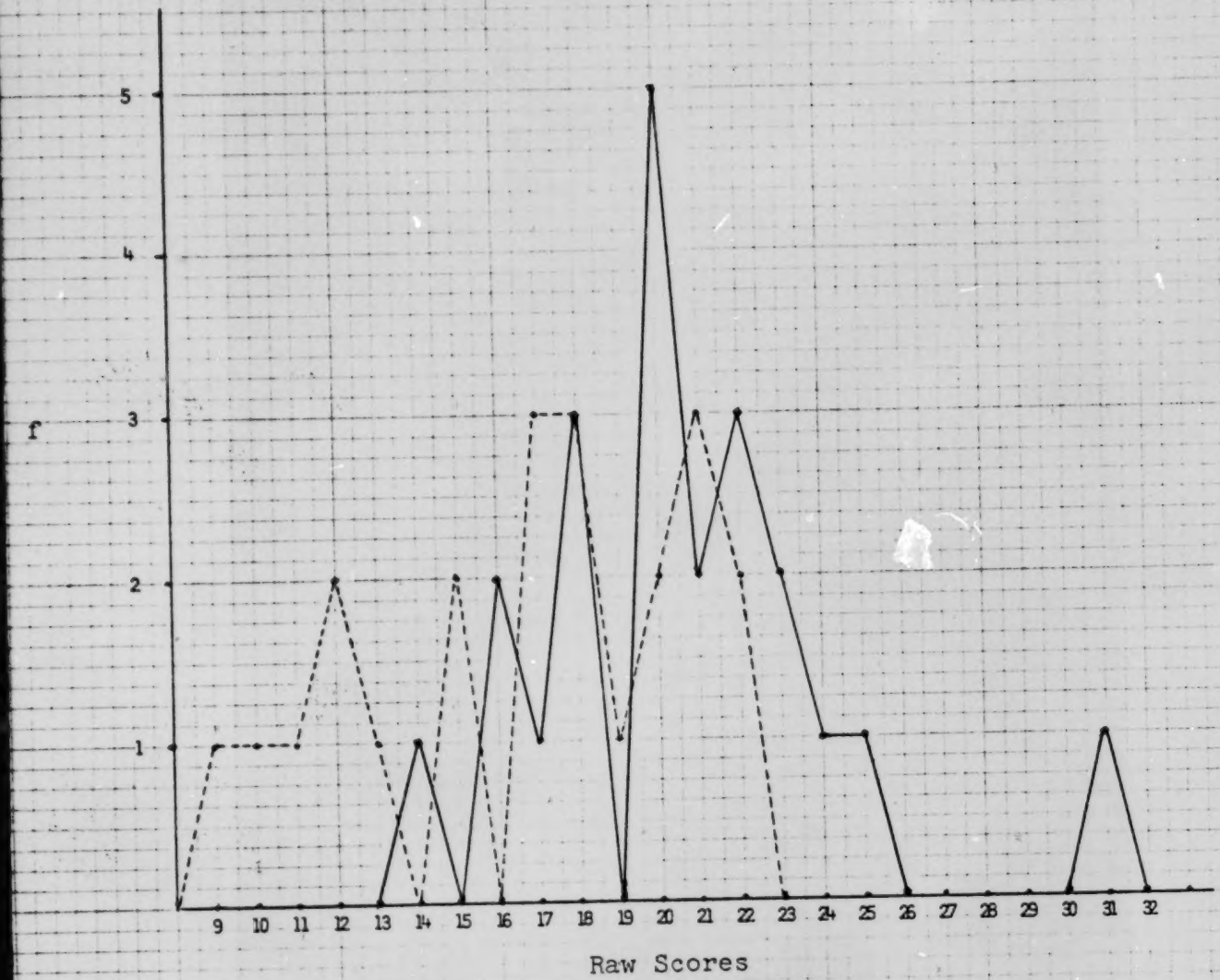
Test Results

	n	$\bar{x}$	σ
Pre-Test Group	22	20.5	3.64
Post-Test Group	22	16.73	4.05

α = .05
df = 21
t = 2.185

Raw Scores

Case	Pre-Test	Post-Test
1	18	17
2	17	17
3	23	15
4	20	20
5	24	22
6	21	17
7	23	20
8	16	12
9	20	22
10	20	12
11	22	15
12	20	11
13	31	10
14	14	18
15	20	13
16	16	21
17	21	19
18	25	18
19	22	21
20	22	21
21	18	9
22	18	18


f
5
4
3
2
1
9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32
Raw Scores
Post-test
Pre-test

Project Costs

The costs involved in developing, producing, and evaluating the materials of the project are summarized below from two different perspectives. The first summary is a function summary showing total costs for personnel, materials, production, and so on. The second summary is an item summary for the materials produced by the project and for the evaluation phase of the project. (Form HEW-601T, "Financial Status Report," is included as Appendix F.)

Function Summary

Personnel Costs, including consultants and advisory board	$ 39,593
Supplies and Communications	1,189
Travel	1,510
Media Subcontract	35,000
Salt Lake City School District Subcontract	3,706
Printing and Production	7,282
Indirect Costs	11,878
TOTAL	$100,158

Materials Summary

Book -- Your Child's Career	
Design and Development	$ 12,877
Production	6,542
• Subtotal	19,419
Film -- "Your Child and Career Education"	
Design and Development	$ 8,919
Production	12,609
• Subtotal	21,528

Filmstrips (six)	
Design and Development	$ 9,812
Production	24,131
• Subtotal	$ 33,943
Guidebook -- Home-based Career Education	
Design and Development	$ 5,919
Production	325
• Subtotal	$ 6,244
Evaluation and Final Report	
Design and Development	$ 4,772
Production	225
• Subtotal	$ 4,997
Supplies and Communications	639
Travel	1,510
Overhead	11,878
TOTAL	$100,158

Summary and Recommendations

Olympus Research Centers and the Salt Lake City School District joined in the design, development, and production of a series of materials for the purpose of extending the benefits of career education into the home. The print and audiovisual materials are intended for use in an organized parent training program, and they also have application for independent use by parents.

Olympus Research and the Salt Lake City School District also conducted a pilot evaluation program designed to indicate the value of the materials in raising the level of awareness concerning career education and the practical application of its principles.

Based upon the success of the product development project and the evaluation program, the following recommendations are offered:

(1) A more extensive evaluation program should be conducted in order to demonstrate the effectiveness of the home-based career education system developed by the project.

(2) The evaluation program should include analysis of the influence the materials have upon the attitudes, knowledge, and practices of parents.

(3) More parent groups and a wider range of participant types should be included in the evaluation program.

(4) A dissemination plan should be developed to ensure wide circulation of both the evaluation results and the parent training materials.

(5) Additional effort should be expended to encourage school districts and parent groups throughout the nation to organize training programs for home-based career education.

APPENDICES

Appendix A -- "Your Child and Career Education" (Script)

Appendix B -- Home-based Career Education: A Guide for Parents and Teachers (Including scripts of six filmstrips).

Appendix C -- Parent Interview Form

Appendix D -- Pre- and Post-test Instrument

Appendix E -- Career Education Program Participant Summary (OE Form 467)

Appendix F -- Financial Status Report (Form HEW 601T)

Appendix A

"Your Child and Career Education" (Script)

16 mm Film

YOUR CHILD AND CAREER EDUCATION

Even before entering school, a child begins the important process of preparing for a career. A new concept called "career education" is designed to help in that process, but it is in the home where the foundation is laid. Parents are the child's first and most important teachers. If you are a parent, you will want to know about "Your Child and Career Education."

Each one of us has a career. It includes all of the work we do throughout a lifetime -- from school work, to volunteer work, to the work of being a citizen, to house work, to paid employment. According to recent national surveys, most of us like the work that we do. But whether or not we like our work depends in part on three things: our attitudes toward work, the decisions we have made about work, and the way we prepared for work and careers.

Career Education is designed to help with these three components of satisfying career development -- work attitudes, career decisions, and career preparation.

Work attitudes and values begin at home during the preschool years.

A child learns what to think about work by listening to parents and by watching them. If parents constantly complain about work, the child learns that work is not an enjoyable activity. But if the child hears positive things about work, and if work is a meaningful part of family activity, then the child is more likely to develop positive values about work.

For example, sometimes hard-working parents wonder why their children spend so much time watching television. But parents forget that while they may work hard during the day, the only time the children see them is during the evening, when the parents themselves are likely to be watching television. The children simply mimic the parents.

Children like to visit the work places of their parents to see what they do during the day. It's a good way to let the child know that work can be satisfying and that work is a place where a parent spends time with others in order to accomplish a specific goal.

Children also like to follow the example of parents and do work around the home. The child who learns to enjoy some types of work and who learns that even unpleasant jobs have value to others . . . will develop a sense of satisfaction about work.

Parents should see that children share in the work load around the house, and that they have opportunities to try many different kinds of tasks. And parents should encourage children to enjoy work by providing adequate reinforcement and reward. The best reward for a preschool child is parental approval.

The development of good work values, good attitudes about work, and good work habits are vital parts of career education.

Making intelligent career decisions is also vital. Career education helps children make good decisions by giving them information about the variety of careers available.

Children learn that the people they see around them are working. Those people provide services or produce products for the child's family and for others. The child learns that there are many different kinds of workers who do many different kinds of jobs. All are important. Whatever the child's interests, he or she will be able to find a career to satisfy those interests.

Parents help by calling attention to workers as they go about normal daily activities.

A trip to the grocery store offers a chance to talk about the workers who bring products to the store, who stock the shelves, and who put the groceries in a bag.

A stop at the service station becomes a learning experience.

The zoo takes on an added dimension as the child finds out that the animals depend on workers for their care and feeding.

A quick-food outlet is a miniature factory, where workers combine raw materials into products for family consumption.

Parents provide another form of experience for children -- work experience. By doing jobs around the home, the child learns about work first hand. The habits acquired there will go with the child when he or she enters school . . . lands the first part-time job . . . and begins employment in a chosen occupation.

All these experiences -- and others -- provide the child with information about the world of work, information necessary to decision making.

But decision making requires more than just information. It is a skill that must be learned over a period of time. Parents can help by giving children opportunities to make their own decisions. A small child can be given the responsibility for deciding on a favorite dessert for a family meal. An older child can plan a birthday party and decide on such things a games, refreshments, and guest list.

The older the child becomes, the more decision making responsibility he or she should have. This builds self-confidence, an important part of decision-making skill.

The ability to make appropriate decisions is closely related to career preparation, especially during the adolescent years when the child must decide which courses to take in school. But career preparation really begins much earlier. Acquiring skills is part of career preparation, and skill acquisition begins in early childhood with basic self-help skills.

Learning to button a shirt, or zip up a coat, or tie a shoe are self-help skills. They require manual dexterity and coordination, both of which are important in many work situations. If the child receives positive support in attempts to acquire these simple skills, then the child will find it easier to acquire other skills.

Parents can help by making certain that children have many different opportunities for skill development. The child

may want to learn to cook, to ride a bicycle, to build models, to play a musical instrument, or to plan and organize his or her own room. These skills may prove important to career development. Hobbies, church participation, and social activities are all related to skill acquisition.

Career preparation is especially important to older children. They need to learn not only specific occupational skills, but general academic skills and the skills associated with finding a job, obtaining a job, and holding a job. Career education in the high school usually deals with these concerns, but parents can help also by assisting the adolescent child in job-search activities, and by supporting the child's career-related decisions.

After high school, the young man or woman must make additional decisions about a career. More preparation may be desirable, either as on-the-job training or as formal training in an academic, vocational, or technical institution. Parents play an important role in this decision-making process.

Career education is a lifetime process. It begins in early childhood and continues through old age. Job satisfaction is the result of many complex factors, but patterns established in the home during early childhood will likely persist through the entire career experience.

Career education begins at home.

Appendix B

Home-based Career Education: A Guide for Parents and Teachers

(Including scripts for six filmstrips)

Home-based Career Education:
A Guide for Parents and Teachers

Mary L. Olsen

G. Donald Gale

Arden R. Thorum

Home-based Career Education:

A Guide for Parents and Teachers

This Guide is designed for use with the series of filmstrips titled "Home-based Career Education," and to provide suggestions for discussion and related activities in order to help parents bring the benefits of career education to their children.

Mary L. Olsen

G. Donald Gale

Arden R. Thorum

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"Home-based Career Education"

The series of film and filmstrips titled "Home-based Career Education" are designed to assist parents, teachers, schools, and other organizations in the conduct of discussion groups for parents. The goal is to help parents understand how they might become better "teachers" of career education for their preschool children in the home.

At one time, teaching was viewed as the responsibility solely of the school. It is now commonly recognized that important teaching and learning take place in the home before the beginning of formal education. Thus, parents are the child's first teachers. They do many things -- both intentionally and unintentionally -- to help children learn.

The audiovisual materials in this series can be viewed by parents or parents-to-be in a variety of community settings. Elementary schools, PTA groups, nursery schools, and church classes will find them useful in any program designed to foster home-based early childhood career education.

Purpose of the Materials

The film and filmstrips are designed to serve as the nucleus of a parent training program. They present material relevant to helping parents understand home-based early childhood career education. They are most successfully used in a discussion group setting where there is an opportunity to react -- and interact -- to the material presented.

Specifically, the film and filmstrips can be used to help parents:

(1) Gain information about the importance of early childhood career education

(2) Explore the importance of the home and family in the learning of attitudes and values related to work

(3) Learn new methods and specific techniques for helping children learn career education concepts at home

There are some additional principles of career education and work that can benefit parents as they help children learn. These principles are learned, or not learned, through a variety of methods.

Teaching by preaching or lecturing is not effective with young children. Rather, parents can teach through their own actions by modeling appropriate behaviors, by developing positive attitudes, and by involving children in many positive "hands on" experiences related to the world of work. The materials will

explain in detail many ways of teaching and helping children learn these ideas.

The following list, while not comprehensive, illustrates some principles useful to parents:

In children, learning self-help skills and becoming competent is related to lifetime career success.

Work is necessary and can be shared by children.

Children learn attitudes about work, as well as skills.

All people carry out work.

All work can be honorable and dignified.

Workers help people in many different ways as they carry out their duties.

We are all dependent upon the work of many people.

Work, as well as play, can be enjoyable and meaningful.

People work for various rewards and satisfactions.

Work that is enjoyable to some people is disliked by others.

Work means different things to different people.

Generally, workers who are skilled and knowledgeable are more productive and enjoy work more than the unskilled and uneducated.

People make choices about what they want to do and to be. Making these choices consciously and wisely can add to personal satisfaction and autonomy.

Career education -- deciding what to do and to be -- goes on throughout one's lifetime.

People's attitudes about work -- as well as their knowledge and skills -- determine their satisfaction from work.

Components of the Series

The parent training series consists of a motion picture film, "Your Child and Career Education," a text entitled Your Child's

Career, six thirteen-minute filmstrips, three audio cassettes, and a guide book with printed scripts and suggestions for conducting group meetings and follow-up activities. The filmstrips are titled:

(1) Work: What You Do All Day

(2) Work Values and Attitudes Begin at Home

(3) How to Teach Your Child to Work

(4) Introduce Your Child to the World of Work

(5) Broaden Your Child's Career Options: Non-traditional Roles and Stereotypes

(6) Career Education for the Handicapped Child

Organizational Considerations

The six filmstrips can be used as the basis for a six-session parent training group or as the nucleus of a course stretching over a longer period of time -- eight to ten sessions. It is possible, for example, that additional sessions might be devoted to the discussion of strategies for helping children learn to work or to talking with resource speakers. We recommend that not more than one filmstrip be used during any single session of one or two hours' duration. This will avoid the possibility that parents might become overwhelmed with too much information at one time. Also, it will allow more opportunity for discussion and for serious consideration of the information presented.

General Considerations

The film provides an overview of the parent role in forming the values and attitudes of the child relative to work and careers.

The filmstrips are designed to present relevant content and to stimulate discussion in a parent group. It is not necessary -- or even desirable -- that parents agree with all of the ideas presented in the filmstrips and the ensuing discussions. Instead, group leaders are encouraged to accept a variety of divergent opinions and to encourage parents to express all views openly. Parents will likely learn most from this kind of open discussion.

To a high degree, the success of the parent group will depend upon the quality of the interaction during and after the filmstrip presentation. Filmstrips are an effective way to present content, because they free the group leader to serve as a facilitator for parent discussion. This allows the leader to focus attention on the discussion itself rather than on a lecture or other content presentation. The leader's role thus becomes one of drawing out parent discussion, posing questions, listening to divergent views with acceptance, and encouraging interaction by participants. An additional benefit to be derived from the use of filmstrips is that parents often feel freer to disagree and interact when the content specialist or "expert" is not in attendance. A willingness to encourage disagreement and an atmosphere of open and honest discussion of various points of view are essential to a successful group activity.

Each of the programs in this series was written to accomplish some specific purposes. They are noted at the beginning of each script. Suggested questions and discussion topics are also provided with each script. The group leader may wish to

stop the filmstrip for questions or discussion at any time. The main topic title slides may prove useful in this regard.

The suggested discussion topics and questions may be helpful as indications of the types of information with which the group might want to deal. However, it is likely that the discussion leader will think of additional topics which are of equal or greater interest to the group. In addition, members of the group will have their own questions and ideas for discussion. These questions which occur spontaneously will often lead to the most relevant and interesting discussions. They should be encouraged, and they should receive the primary attention of the leader and of the group.

Procedure for Using the Filmstrips

Many different approaches can be used successfully with the Olympus filmstrips. Each group leader will want to vary the approach slightly based on his or her own experience and training. Following is a suggested basic step-by-step procedure to be used:

(1) Preview the filmstrip before using it with the parent group. Carefully review the purposes and goals stated for each filmstrip. Try to anticipate and think about the questions and concerns of the particular group for which the filmstrips are intended.

(2) Read through the discussion topics and questions which accompany the script before the group meets. Note those which may be particularly relevant to the group.

(3) Write down any additional questions or comments which come to mind and which may stimulate discussion.

(4) Allow time at the beginning of the first group meeting for the participants to become acquainted with one another and with the leader.

(5) Show the filmstrip.

(6) The filmstrip may be stopped at any time for discussion of information presented. Of course, it is also feasible to complete the showing of the filmstrip before any questions or discussion topics are presented.

(7) Sometimes discussion can be encouraged by asking such general questions as the following:

(a) What did you like about the filmstrip?

(b) Did you disagree with any of the content?

(c) Did you learn anything new?

(d) Do you have any additional comments?

(e) Do you have any questions you would like to ask about the film or the subject matter?

(8) It is important to work toward discussion which is of a more specific nature, particularly in relation to the information content of the filmstrips. The discussion ideas and the questions alongside the scripts should be helpful in this regard.

(9) After the discussion, the group leader may wish to summarize and review the major ideas that were discussed.

(10) Each meeting should be evaluated for effectiveness in achieving the stated purposes and goals. The evaluation might very well influence the conduct of subsequent meetings.

Some Guidelines for Handling Adult Groups*

It is a relatively simple task to make plans and arrangements for holding group meetings where adults are involved. However, in order to avoid possible distractions and to improve the chances for keeping interest and attention high, a few basic steps should be considered. They include:

(1) If possible, predetermine the most convenient hours for meeting and best choice of location. This can be done by sending announcements to the parents with a tear-off section at the bottom which they can fill in and return. Space should be allowed for respondents to indicate their preferences for time and location. A telephone call or a home visit can serve the same purpose.

(2) The group leader should arrive at the meeting location at least a half hour in advance to arrange the room most comfortably. Arrangements should include:

(a) Check to be certain the room temperature is in the comfort range.

(b) Raise shades or turn on lights.

*These guidelines are taken from Parent Education Methods, by Ellen B. DeFranco, Olympus Publishing Co., 1975.

(c) Place chairs in a semicircle so participants will be able to see one another during the discussion.

(d) If you plan refreshments (usually desirable), make certain they are ready.

(3) At the time of the first class meeting, introduce parents to one another. It is helpful to have name tags. When the group is assembled, introduce yourself and ask each participant to make a self-introduction. Suggest that the name tags be turned in for use during subsequent meetings until everyone is acquainted.

(4) Establish an informal, "non-school" atmosphere. Do not lecture, but present ideas and encourage discussion. Do not lose control, but avoid doing all the talking. Allow group members to state their own ideas as much as possible. Encourage discussion among members, but make certain that only one person speaks at a time so that everyone can hear. Prevent splinter groups from forming during the discussion.

(5) Listen attentively so you can determine when to interrupt the discussion in order to:

(a) Ask for clarification of a point.

(b) Act as a catalyst in extracting the most important ideas.

(c) Steer away from pointless arguments or irrelevant discussion.

(d) Keep the discussion on the designated subject matter.

(e) Summarize points from time to time.

(6) Be aware of those who monopolize the discussion; tactfully help them shorten what they say without cutting them off completely.

(7) Encourage the "quite" members to participate, but do not force them to do so if they are unwilling. Many individuals benefit greatly from a discussion without participating in it verbally. Often the "quiet" members prefer to serve the group in other capacities, such as phoning members to inform them of meetings or inquire about absenteeism, or working on the refreshment committee.

(8) Arrange for a break if the class session is to last more than an hour.

(9) When you sense the group is restless, alter the pace by using one of these techniques:

(a) Suggest that everyone stand up and stretch.

(b) Break the large group into smaller "buzz" groups.

(c) Conduct a role playing exercise.

(d) Designate a panel to take over the discussion for a few minutes.

(e) Have group members share materials they have brought to class.

(10) During the early sessions, determine the interests of specific group members and then try to weave

those topics into the general discussion during subsequent meetings.

(11) Encourage parents to bring relevant newspaper articles, magazines, books, TV and radio program announcements, and so forth.

(12) At the end of each session, summarize what has been covered and announce what is planned for the next meeting.

(13) During every session, be certain that the discussion revolves around the topic which was planned for that meeting -- unless general agreement is reached to digress to another subject.

(14) Always be alert to see that what occurs during the meeting is meaningful to the parents. It is important that their time in class be spent productively so that they will continue to attend and remain enthusiastic.

Evaluation of Parent Training Sessions

The parent group leader can benefit by conscientiously evaluating the effectiveness of the filmstrips and the discussions with each parent group. However, it is suggested that any type of formal evaluation -- such as standardized tests and lengthy written questionnaires -- be used with discretion. The use of such techniques may tend to alienate parents, since they learn best in an atmosphere free of threats, and since such instruments are often considered threatening.

More informal evaluation methods are appropriate. For example, the group leader might simply make an assessment about how much knowledge parents are acquiring as evidenced by their comments about discussion ideas and questions. These answers should give the leader some indication about what parents know and how much they understand. Such comments may also offer information about parent interests, about which lines of inquiry are productive, and about what information needs repeating or restating in a different way.

Another evaluation method revolves around behavioral changes. It is possible to learn about such changes through the exploration of such questions as: Do parents rear children more appropriately as a result of participation in the group meetings? Does the information presented lead to changes in the ways parents teach children? This type of information is difficult to obtain if the group leader has limited contact with the home, but some of it can be learned informally if parents are invited to share their experiences with their children.

Finally, evaluative information can be acquired if the group leader finds ways to have the group explore such questions as:

(1) Are the group members more aware of their own attitudes and values about work?

(2) Do participants have additional information about career education and about how children learn work behaviors and attitudes?

(3) As parents or instructors, are you able to enjoy some aspects of work more after involvement in the training project?

(4) Do parents encourage children's work-related behaviors in positive ways?

(5) Do participants behave in ways that are more consistent with current knowledge of career education and child growth and development?

(6) Are there signs of behavioral changes which might indicate growth? This includes requiring children to carry out appropriate work around the home, following through with children to make certain they complete their work, modeling appropriate work-related behaviors, using reinforcement and praise, and introducing to children work and workers in the neighborhood.

Follow-Up Activities

Each filmstrip is accompanied by follow-up activities for adults to use themselves or to use with their children at home. The adult activities were designed as partnership tasks to be used by two adults as an aid to discussion and further clarification of concepts. They can be used during the class time to maximize parent involvement. The follow-up activities for use with children were designed to be used by parents as they carry out activities at home with children. Both the adult and child activities will require some explanation and discussion in the total parent group as well as time for comments and an evaluation

of each follow-up activity after its use. The concepts and theory related to the follow-up activities are found in more detail in each accompanying filmstrip. The activities included should be considered as prototypes or ideas that can be modified by the parent group leader to better meet the special needs and interests of the parents in each group.

Filmstrip Number 1

WORK: WHAT YOU DO ALL DAY

This presentation is designed to help parents focus upon their own attitudes and values about work. This is important because the way parents feel about the work they do and the attitudes they have acquired throughout their lifetimes influence their children.

The primary purposes of this audiovisual presentation are:

(1) To help parents focus upon how they feel about work and how these attitudes were acquired.

(2) To help parents understand that career education is a life-long process and that they can make important decisions to influence the meaningfulness of their work.

How to Use the Filmstrip

Insert Filmstrip No. 1 into the projector and place the corresponding audio cassette in the cassette player. (One side of the cassette contains inaudible "beep" tones to activate an automatic projector; the other side contains audible bell tones

for manual operation.) Align the "FOCUS" frame of the filmstrip on the screen. Turn on the cassette player. If your filmstrip projector is the automatic type, it will automatically advance the filmstrip at the proper times, in which case you should use the side of the cassette with the inaudible tones. If your projector is manually operated, use the side of the cassette with the bell tones and advance the filmstrip each time you hear the tone. Advance points are also indicated by circled numbers in the program guide which follows.

Program Guide -- Filmstrip No. 1

(1) "Home-based Career Education for Parents of Young Children" (Title).

(2) "Work: What You Do All Day" (Title).

(3) Throughout your lifetime you have learned attitudes about work. Much of what you have learned has occurred almost unconsciously. Skills are developed and attitudes formed [4] starting from birth and continuing through childhood, adolescence, adulthood, and old age. An examination of your attitudes about work and how you developed them can have a positive influence on your child's attitudes.

(5) "I get lots of success experiences. I am kept really on my toes and alert and stimulated by the kids, and I just get a lot of intrinsic rewards from my work. And so I am really pleased with my work. I like it a lot."

(6) "I guess the basic meaning of work is just the income so that you can meet your existence, but there is also satisfaction

in being able to do something that people can't do or other people can't do as you can. There is a self-satisfaction that I can do this."

(7) ". . . and I feed her. I can change the diapers all by myself, and I burp her all by myself."

(8) "The work that I am engaged in is something I do for financial reasons only. I would rather have my own business or, you know, engage in something where I make the rules and am my own boss."

(9) "My work provides an opportunity to be extremely creative, particularly in applying theory that I have learned over a series of years of academic preparation . . . and provides an opportunity for a great deal of fulfillment."

(10) "I enjoy work. I enjoy what I am doing. I feel accomplished in my work and, besides, it pays for my husband's education."

(11) Career education -- deciding what to do or be -- is a developmental process that goes on throughout your lifetime. (12) A major goal of career education is to help you gain awareness, knowledge and skills -- to analyze and look at your life so that you can make conscious rather than accidental choices.

(13) What you do for work and how you feel about it becomes even more important when you consider that most individuals, whether working at home, (14) serving in the community as a volunteer, or at a paying job, spend more than 40 hours per week for 50 weeks per year working.

(15) What does the word "work" bring to mind? Drudgery? Pleasure? Chore? Delight? Beginning attitudes about work are often formed in the early years. (16) Consider these questions: Is idleness sinful? Does being raised in a family where there were servants automatically make one lazy? Will forcing a child to work build good work habits? (17) Should children be required to earn spending money? Your answers to these questions are influenced by your attitudes and work values.

(18) As a child, adolescent, and adult, how did you feel about your chores? Taking out the garbage -- washing the dishes -- (19) making the bed -- mowing the lawn -- taking out the ashes and clinkers. Chores are often associated with drudgery. Nevertheless, these repetitive tasks are necessary to the maintenance of a family and their style of living. To many people, they epitomize work.

(20) It is not so much what you do that influences work attitudes. It has to do with how you feel about what you do, the atmosphere and attitudes accompanying work. (21) This is reflected in the messages you give your child about work, part of which in turn you may have received from your parents. (22) Adults are often negative about work, carrying it out in a negative mood. Likewise, children are often asked to clean their rooms when parents are angry. Work is used as a punishment for bad behavior but seldom used as a reward for good behavior. (23) Common messages about work include:

"Get your work done!"

"You can't go outside until your room is clean."

(24) "We all live here, so we all share in the work."

"An idle mind is the Devil's workshop."

(25) Studs Terkel, author of the best selling book Working, presented a negative view of work in America. After criss-crossing the United States for three years interviewing workers, he reported that many persons had attitudes of boredom, anger, and discontent related to their work. (26) However, other studies indicate that workers are happier than ever and that a significant portion of workers find positive meaning in their work.

(27) A job that is exciting and meaningful to one person may be dull and repetitious to another. (28) Some people enjoy most work and other people are never happy. Each person derives different personal meaning from a task depending upon his or her attitudes and values.

(29) For one thing, work provides an opportunity to interact with others. (30) Retired people often miss that aspect of work the most. There is something rewarding and life sustaining in having regular contact with others.

(31) In a recent study conducted by the National Opinion Research Center at the University of Chicago, employees said they considered a job that involves important, meaningful work as most desirable. (32) This trait scored higher than chance for advancement, high income, no danger of being fired, and shorter working hours.

(33) One way to explore the meaning of work is to contrast it with play. In Mark Twain's classic statement about work and play in the book The Adventures of Tom Sawyer, Tom surveys a

fence as he prepares to whitewash it: "Thirty yards of board fence nine feet high. Life seemed to him hollow, and existence but a burden."

(34) Tom began his work, listlessly. Then he had a brilliant idea. When Ben Rogers came along, Tom was ready for him.

(35) Ben taunted: "Say, I'm goin' aswimming, I am. Don't you wish you could? But, of course, you'd druther work, wouldn't you? Course you would!"

(36) "Tom contemplated the boy a bit and said: "What do you call work?" "Why, ain't that work?" Ben asked. "Well, maybe it is and maybe it ain't," replied Tom. "All I know is, it suits Tom Sawyer." "Oh, come now," Ben insisted, "you don't mean to let on that you like it?"

(37) Tom's brush continued to move as he said: "Like it? Well, I don't see why I oughtn't to like it. Does a boy get a chance to whitewash a fence every day?"

That put the job in a new light. Before long, Ben talked Tom into letting him have a turn at painting the fence. (38) Soon, other boys came along; they wanted their turns, also. And Tim sat in the shade to watch his friends put three coats on Aunt Polly's fence.

Tom said to himself that it was not such a hollow world after all. (39) He had discovered a great law of human action without hardly knowing it. "Work consists of whatever a body is obliged to do, and that play consists of whatever a body is not obliged to do."

(40) Both work and play have meaning in most person's lives. Money is not the only motivation for work. Millionaires and other persons who have enough money to live more than comfortably often continue to work and lead productive, goal-oriented lives. (41) It is as though freed from the necessity of earning a living, they choose work because it has personal meaning and relevance.

(42) All persons make many important work-related decisions during their lifetimes: how to spend time, particularly that time we refer to as work; to quit school or to finish; what career to pursue; what volunteer activities to carry out; [43] whether or not to marry; to have a baby; to stay with a job that is dull or to change jobs; or how to spend leisure time. Few of us consciously plan all of these decisions in a step-by-step way. [44] In fact, many people give more thought to the model of car they buy or the make of refrigerator than to the choice of a spouse or a career.

(45) Satisfaction is related to decision-making skills. Whether the decisions you make are satisfactory to your own happiness and well being is to some degree dependent on your decision-making skills.

Let's consider the decision made by two different people:

(46) Jane Tyler, a housewife and mother of school-age children, found herself becomeing increasingly bored. After much consideration and talking with friends, she decided to do something about it. (47) Options she considered included going back to school, working as a volunteer, and finding interesting paying work.

Going back to school was eliminated for financial and personal reasons. (48) After surveying her job-related strengths, she decided to find a job in retailing -- a field with which she had previous experience. How to go about finding a job that would meet her needs became her next task. (49) Of most importance was a job that would allow her to work flexible hours, exercise initiative, and use her own creativity in merchandising. She considered the pros and cons of a large versus a small firm, high salary versus somewhat lower salary, (50) fast pace and lots of responsibility versus less challenge but slower pace. She identified two or three businesses that might be possibilities. (51) Next she made a plan of action to find a job -- including writing a resume, and thinking through the information to share in the interview and contacting employers.

(52) This procedure does not guarantee that she will find a job. That's not the point. The point is she has clarified and set her own goals after careful consideration of alternatives. She has decided upon a plan of action to help her achieve success. (53) It may be necessary at any point along the way to re-evaluate her plans and to change them to fit reality. Still, Jane is on her way to solving the problem.

(54) Contrast the above with Bill Shaw, an unemployed machinist who had been out of work for several months. He complained that he was bored at home, yet he refused to look for work or to consider other options. (55) He waited by the telephone hoping he would be called back to work. This seemed to be his only hope despite the fact that he felt trapped and did not enjoy being a machinist.

(56) We all make decisions all of the time. Failing to make a decision is in itself a decision, whether it be done consciously or unconsciously. (57) This is not to rule out the value of decisions based on gut level feelings, intuition, and values not discussed. (58) Feelings are important in any decision-making process. The point is, that your chances of making satisfactory decisions will be increased by your conscious effort and by a step-by-step carefully carried out procedure. (59) Part of the process is setting goals. This is important because it is hard to arrive at any place if you don't know where it is you are going. (60) When Alice in Wonderland was deciding where to go, she asked the Cheshire Cat: "Would you tell me, please, which way I ought to go from here?"

(61) "That depends on where you want to get to," said the cat.

(62) "I don't much care where," said Alice.

"Then it doesn't matter which way you do," replied the cat.

(63) Once you have set realistic goals, it becomes more possible to reach them -- to gather information, to weigh alternatives, to decide upon the steps and then to act. (64) These steps often need repeating several times as you rule out choices and set new direction. They are part of a never ending process.

(65) Learning to make carefully considered decisions will give you more control over your own life. It will give you more freedom, help you find meaning in work as well as play. Sound decisions make it less likely that you will be trapped in a career, marriage, or lifestyle that you don't enjoy.

(66) It is not impossible for adults to change jobs if they feel work lacks meaning.

Granted, some of us, by necessity will choose to carry out routine, even boring work to earn money, or as a means to other ends; (67) yet we are still able to make other choices -- to find enjoyment from volunteer work, through leisure time activities, or through association with others. Through career education, carried out by schools and other community groups, (68) you and your child can learn to make appropriate career decisions. As a society, we have the resources and techniques to help all persons find some meaning in work.

(69) "Produced by Olympus Media" (Title).

Topics and Questions for Discussion

(1) Give an example of a conscious choice and/or an unconscious choice.

(2) Will forcing a child to work build good work habits?

(3) Should children be required to earn spending money?

(4) What are your earliest memories about work?

(5) From your own experience, do you think work is pleasant or unpleasant?

(6) Discuss the type of work you enjoy doing.

(7) What play or leisure time activities do you enjoy and how do they differ from work?

(8) Is it true that millionaires and others who need not support themselves continue to find meaning in work?

(9) What would you do with the rest of your life if you had enough money to live comfortably without working?

(10) What is meant by "decision-making skills," and how can using a step-by-step procedure improve one's satisfaction in life?

(11) How much choice do people have in the work they do?

(12) Are some of us trapped in boring or meaningless work?

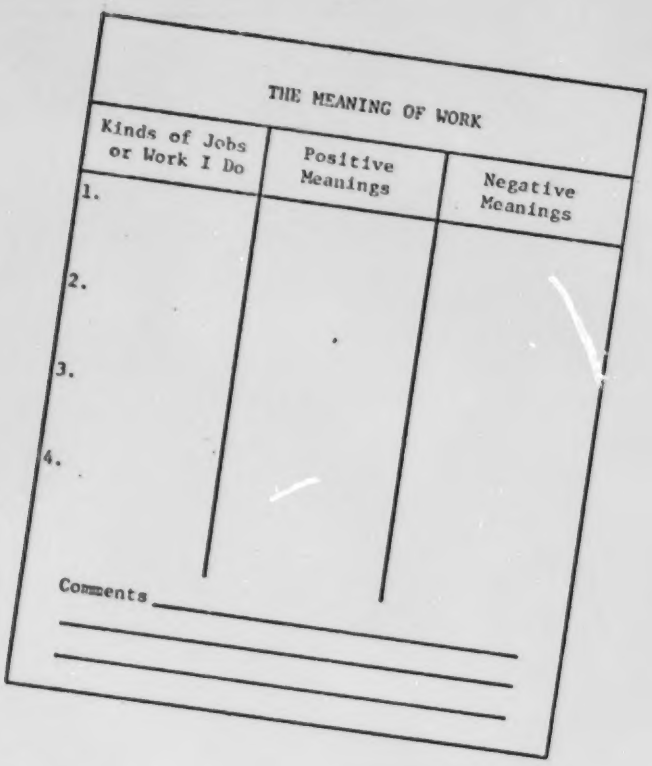
Follow-up Activities

The following activities are "partnership tasks" for use in conjunction with the filmstrip titled "Work: What You Do All Day." These activities are most rewarding when carried out in a small group setting (two or three persons). Ideas and responses should be discussed in the small group. The results can then be shared with the larger group.

Activity 1-A -- The Meaning of Work

Divide a sheet of paper into three columns. Label column 1 "Kinds of Jobs or Work I Do." Label column 2 "Positive Meanings." Label column 3 "Negative Meanings." Now, in column 1 list three or four jobs that you do, either at work or at home. Think about the positive meanings you get from each of these jobs, and then think about the negative meanings. Write them down in the appropriate columns.

When you have completed your listings, discuss them with your partner or partners and write any summary comments or conclusions you may have at the bottom of the sheet.



Activity 1-B -- If I Were Rich

A distant relative has just left you one million dollars, tax free. You know you would never have to work again, but you also know that after a while you would be bored if you didn't have something meaningful to do with your time. Discuss with your partner or partners the kinds of work you might like to do now that you are a millionaire.

Divide a sheet of paper into three columns. In the first column, list the kinds of work you might like to do if you were rich. In the second column, list any skills or abilities that you might already have which would help you carry out your millionaire's wish. In the third column, list some of the things you could do now, with your existing resources, to help you prepare for those kinds of work you named in column one.

IF I WERE RICH		
Work I Would Like To Do	Work-Related Skills I Now Have	Things I Can Do To Prepare
1.		
2.		
3.		

Activity 1-C -- Play All Day?

Think about and discuss with your partner or partners the kinds of play or leisure-time activities you enjoy most. Write down three or four of your favorite leisure-time activities.

Discuss the ways in which the "play" you have listed and work are similar. Discuss the ways in which they are different. Do you agree with Mark Twain's comment that "Work consists of whatever a body is obliged to do, and that play consists of whatever a body is not obliged to do?" Why is play often considered to be "fun," while work is sometimes considered dull?

Activity 1-D -- Decision Making

Discuss with your partner or partners several kinds of decisions which we all must make either daily or at some time during our lives.

Divide a sheet of paper into three columns. In the first column, list four or five of the kinds of decisions you have discussed. Make sure that at least three of them are decisions which are made almost every day; the others can be long-range decisions. In the second column, list some of the key goals associated with the decision. In the third column, list several alternatives for each decision. (Be sure to include not making a decision as one of the alternatives.)

Through discussion, you and your partner or partners select one alternative for each decisions which seems most reasonable in view of the stated goals.

What is involved in making a decision?

DECISION MAKING		
Decisions To Make	Key Goals	Alternatives
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		

Filmstrip Number 2

WORK VALUES AND ATTITUDES BEGIN AT HOME

This presentation deals with the importance of the early years of a child's life in forming work attitudes and developing work skills. Its purposes are:

(1) To help parents understand how their own work-related attitudes and behaviors influence children.

(2) To help parents understand that children learn best through positive realistic experiences.

How to Use the Filmstrip

Insert Filmstrip No. 2 into the projector and place the corresponding audio cassette in the cassette player. (One side of the cassette contains inaudible "beep" tones to activate an automatic projector; the other side contains audible bell tones for manual operation.) Aligh the "FOCUS" frame of the filmstrip on the screen. Turn on the cassette player. If your filmstrip projector is the automatic type, it will automatically advance the filmstrip at the proper times, in which case you should use the side of the cassette with the inaudible tones. If your

projector is manually operated, use the side of the cassette with the bell tones and advance the filmstrip each time you hear the tone. Advance points are also indicated by circled numbers in the program guide which follows.

Program Guide -- Filmstrip No. 2

(1) "Home-based Career Education for Parents of Young Children" (Title)

(2) "Work Values and Work Attitudes Begin at Home" (Title).

(3) As a parent, you may be wondering: "What does career education have to do with me and my child? Surely my preschool child is too young to begin preparation for work."

(4) Not so! Preparation for a career begins at birth. This may be easier to understand if you think of career education in the broad sense. (5) It includes all of those experiences which teach us about work or prepare us to engage in work as part of our way of living. And work -- or a career -- is not limited to paid employment. (6) Kenneth B. Hoyt, Director of Career Education in the U.S. Office of Education, says that work is "conscious effort aimed at producing benefits for oneself and others." Hoyt's definition includes the unpaid work of the volunteer, (7) the work of homemakers, the work of students as well as teachers, and even the "work" of productively using leisure time.

(8) Thus, when a baby learns to hit at a mobile in order to make it move, he or she is learning to work. (9) When a child learns -- or fails to learn -- to put toys away or to clean a room, he or she is learning work values. Many experiences help

determine what kinds of attitudes and skills the child will bring to school work and a career.

(10) Learning psychologists and child development specialists are in agreement that the early childhood years are extremely important in the child's total development. Teaching and learning take place in the home, long before the onset of school. (11) The child's view of self is established early in life. If the child views himself or herself as "bright" or "smart," he or she will be more eager to learn. (12) Most children learn that the world is a happy place when parents enjoy their company, smile at them, play with them, feed them when hungry, and pick them up when they cry and need comforting.

(13) Parents are the child's first and most important teachers. In fact, often parents and family influence learning more than the school. Most of the child's waking hours are spent at home. (14) Traces of attitudes learned at home, including work habits, remain throughout life. Like a sponge, the young child absorbs enthusiastically from everything and everyone. Much of the learning occurs so naturally that it may not even be apparent. (15) For instance, the development of a child's attention span begins while still in the crib. At first, the infant seems incapable of focusing his or her eyes. Gradually, the parent helps train the child to focus by maintaining eye contact, by gentle body movements, and by talking. Then the infant learns to maintain eye contact for longer periods of time and to follow the movement of the care-giver across the room. (16) From these simple beginnings, children go on to learn to look at picture books for

increasing periods of time and to stick to simple tasks. This behavior, known as attention span, is related to a child's success at school and, later in life, to satisfaction and ability on the job.

(17) Let's consider how successful work habits are learned. The process is complex. Self-concept is an important part of it. Throughout the child's development, you can help your child to feel positive about himself or herself. Try to develop the feeling in the child that "I can do it!" (18) To do this, recognize even small accomplishments using attention or words:

"Look! Amy can pedal the trike."

"You can feed yourself with a spoon."

"Good girl! You found your shoe."

(19) "Mike can climb into the chair."

These seemingly small accomplishments are the beginnings of competence in children. When you recognize and praise them, it serves to strengthen them and also adds to the child's awareness of what he or she is capable of doing.

(20) Children sometimes fail at tasks because parents' expectations are unrealistic. (21) For example, one research study showed that although parents knew the ages and appropriate developmental level at which children could reasonably be expected to be toilet trained, (22) the same parents felt that their own children should be trained earlier. This illustrates the difference between knowledge and expectations. (23) In this case, parents were disappointed because their own children were not

toilet trained early enough. The children experienced feelings of failure through no fault of their own.

Requiring too much or too little or failing to teach expected behavior are all common problems.

Work habits and attitudes toward work, like everything else, are learned. (24) First, and of primary importance, learning through positive or successful experience is usually more helpful than learning through negative or failure experiences.

(25) For example, if a child's work is only partially completed, the situation can be handled in several ways:

(26) "Sarah, your room is still a mess! You haven't finished the job yet. Look. Your books aren't put away on the shelf and tinker toys are all over the floor. You'll just have to do it over again. Hurry up now, get the work done!"

(27) "That's good, Billy. You have a fine start on the job. The clothes are put away where they belong. (28) Oh, and that's a nice picture you pasted on the door. It adds interest. Are you going to put the books away, too? (29) I'll tell you what . . . you put the tinker toys away, and then I will help you make the bed. Okay? Then the job will be done."

(30) One message is negative. It blames the child without providing new direction. The other message is positive. It recognizes what has been completed, tells what needs to be done to finish the job, and offers support.

(31) Another point to remember is that any behavior is more likely to occur again if the reward or attention is given immediately after the act. (32) If you make a positive comment right

after a child finishes vacuuming the carpet, he is more likely to do it in the future. If you forget to reinforce him, or if you wait until the next day, he will be less likely to do it again.

(33) The first work-related behaviors that a young child learns are self-help skills. These include all of the things children learn to do to take care of themselves -- (34) eating, dressing, toileting, and caring for their belongings. These behaviors are learned slowly, a bit at a time. A child still in diapers can learn to "get the diaper" long before bladder control is physically possible.

(35) The young child just six months old may learn to take off her shoes. This learning is sometimes aggravating to the parent who has to put them back on. (36) It is much later that the child learns to put her shoes on and eventually -- at five or six -- to tie the shoes. As a parent, you can help your child learn self-help skills by praising and encouraging progress.

(37) Children also learn work habits and attitudes related to simple tasks around the home. (38) They usually enjoy helping, so allow them to accompany you and become involved as you do the housework and carry out routine activities. (39) The two-year-old enjoys splashing in soapy dishwater with dad, helping to wash dishes. Taking the groceries out of the sack or the clothes out of the basket or raking the lawn are other simple home activities that children enjoy. (40) Two-year-old Paul likes to push the sponge mop back and forth, up and down on the floor. He enjoys the physical activity and delights in copying his mother. (41)

Kim, four years old, enjoys using spray cleaner to clean the finger prints from the wall and refrigerator. (42) Three-year-old Chris likes to clean the kitchen windows.

These activities are fun for children and foster learning, but they are often messy and they may require extra effort and possibly some clean-up by parents. (43) Occasionally, you won't have the time or patience. That's to be expected. Parents have needs, too.

(44) Positive attitudes about work are strengthened in children by opportunities for practice, and by attention and praise.

(45) Attitudes are most often learned without words. They tend to be "caught" rather than "taught." Your child will pick up some of your values toward work. (46) Is work always a chore you resent and are glad to be finished with? Or do you like your work and have a sense of pride in doing it well? (47) Your answers to such questions and your behavior will reveal some of your attitudes toward work, which you, in turn, transmit to your child. Two situations illustrate this idea:

(48) When Bob Jones returned from the grocery store after doing the family shopping, he was in a bad mood. (49) He complained because the store was crowded and he couldn't find what he wanted.

These negative feelings about work influence children.

(50) Phoebe Adams returned from a similar shopping trip with a different attitude. She was smiling and happy about finding chicken on sale and running into an old friend.

(51) What you say and how you act influence your child. If you constantly complain about work, that attitude may transfer to your child. This is not to imply that all work should be fun. Some work, by its very nature, will lack appeal, and yet still requires doing. (52) In addition, many people work to support themselves or to earn money for other goals. However, you may benefit by examing your own attitudes toward work. If your messages are predominantly positive, your child will be more likely to appreciate work.

(53) This information is not meant to frighten parents who are anxious to do a good job of raising their children. Much of what you do naturally in the home as your respond to, talk with, and work near your child helps him or her to learn. (54) Understanding children and knowing simple things that you can do to foster learning makes being a parent more interesting and increases the chances for success.

(55) Work around the house benefits the entire family and, therefore, should be shared by all. Parents can help even very young children learn to share the responsibility of work. (56) Whenever possible, focus upon doing the job well and the enjoyment inherent in a task thoughtfully carried out.

(57) Even very young children can begin the process. The three-year-old can be taught to mate socks and put dirty clothes in a box or basket. (58) Preschool children can help clean the table, wash potatoes, scrape the dishes, and empty the garbage. (59) The child's age, ability, and interest will all influence the nature of tasks and work standards. The chores or jobs in your

house will be different from those in any other household, as will your expectations. (60) They will reflect your lifestyle and culture. Whoever you are and wherever you live, there will likely be things that children can do to help.

(61) Sometimes children are unsuccessful at tasks because the task is not appropriate to their age or stage of development, or because they have not learned it in a step-by-step, systematic way. (62) Learning is usually easier if it is simplified, and one small manageable part is taught at a time. If you want to help a child learn to make a bed, (63) you might first show the child how to straighten the bottom sheet and how to tuck it in all the way around. (64) Then the next step is to put the blanket on the bed and so on. A task such as this is most effectively taught by demonstration. (65) Adults often set children up for failure by requests such as: "Make your bed." They assume the child knows all the steps, but the child pulls up the covers all at once and considers the job done. (66) Usually, the adult is not satisfied and lets the child know that he or she has not succeeded.

(67) Cleaning the sink is appropriate for some three to four year old children if it is taught step by step through demonstration. Start by having the child observe the dirt. (68) Have the child point it out. Then demonstrate how to put cleanser on the cloth, rub the spots, and rinse the sink. (69) Let the child try. Don't assume that just because you showed him how to do it once he will remember. (70) It may take several times before the child learns the pattern and becomes accustomed to the routine.

Even then, parents will probably need to continue to praise the child and, when necessary, insist that the job be done.

(71) Remember, don't expect too much. Adult standards are usually not appropriate for children. (72) It will be several years before your child can make a bed the way you might do it yourself. Part of this is related to learning, to the child's small size, to undeveloped muscular strength, to short attention span, and to immature coordination -- all of which take years to develop. (73) Many problems are created because adults expect too much of children. Success builds success, and by helping your child do things well you are influencing his or her chances for a successful career.

(74) Careful observation of your child can help you teach. Watch to see what she or he can already do. (75) If your child can put on her shoes, don't assume she can lace and tie them. Rather, recognize the progress made, and gradually encourage new skills. (76) A child can learn to lace a shoe and to straighten and tighten the laces long before she is capable of the more complicated skill of tying a bow. (77) Observation will also help you judge the difficulty of a task. The child's behavior may give clues. For example, if the child is frustrated by repeated failure in putting on a shoe, encourage success by loosening the laces or by showing how to pull the tongue. (78) Often children who are free to choose will self-select activities and tasks that are at an appropriate level of difficulty. (79) After the child has mastered a task, the parent can sometimes challenge the child by suggesting a new idea or a slightly more difficult one.

(80) In thinking through any task you may want to help a child learn, ask yourself what skills it requires. Break it down into its parts. Start with a relatively simple part that your child can successfully accomplish. (81) In order for a child to skip he or she must have the ability to run with good balance, to hop, and to alternate feet.

(82) Learning takes place one step at a time, whether the task be physical or intellectual.

(83) In summary, parents can do many things to help children learn positive work attitudes. Remember:

(84) Parents are the child's first and more important teachers.

(85) Learning through positive experiences is more helpful than learning from negative experiences.

(86) Attitudes are most often learned without words. They tend to be "caught" rather than "taught."

(87) "Produced by Olympus Media" (Title)

Topics and Questions for Discussion

(1) What does career education have to do with you and your child?

(2) What meaning does serving as a volunteer play in your life?

(3) What would happen to society if there were no volunteers?

(4) How does learning to do things relate to later career success?

(5) How can parents teach children to stick to a task and increase their attention span?

(6) Discuss some additional accomplishments of children that parents may want to recognize and praise.

(7) Give an example of an unrealistic expectation for a child.

(8) Can expecting too little of children cause problems?

(9) Discuss ways to help a child do his or her work through positive rather than negative means.

(10) Why is this important?

(11) Discuss how to teach self-help skills to children.

(12) Which skills might be appropriate at various ages?

(13) What can your preschool child do for himself or herself?

(14) How can parents help children learn positive work attitudes?

(15) Discuss simple tasks that children can help with around the house.

(16) Since parents' attitudes about work influence children, is it necessary that parents pretend to like work even if it lacks appeal?

(17) How might children be benefited by sharing the responsibility for family work?

(18) Select some chores commonly carried out by children and discuss how they could be taught in a step-by-step way.

(19) Give some examples of adult work standards that are not appropriate for children.

Follow-up Activities

The following activities are for use in conjunction with the filmstrip titled "Work Values and Attitudes Begin at Home." The first two activities are "partnership tasks." These activities are most rewarding when carried out in a small group setting (two or three persons). Ideas and responses should be discussed in the small group. The second two activities are "child-related tasks." These should be done at home before they are discussed with the small group. The results of both types of activities can be shared with the larger group if the opportunity presents itself.

Activity 2-A -- Attitudes Are Caught Rather Than Taught

Discuss with your partner or partners one or more of the following topics:

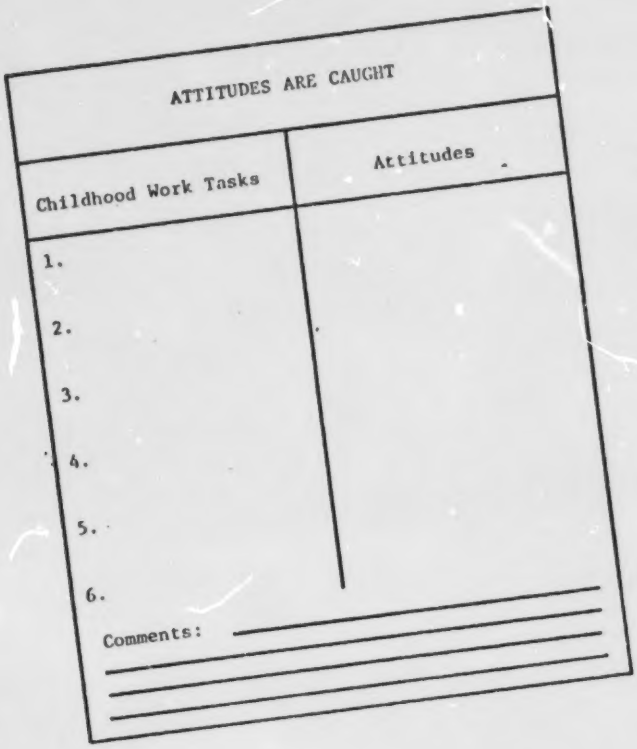
(1) What are your earliest work memories? How did you feel about carrying out your chores?

(2) Should every child be required to work? How much? Why do you think you feel the way you do about the question?

(3) How can parents build positive work attitudes in their children? Be as specific as possible.

(4) Are adult work standards appropriate for children? Why or why not?

Divide a sheet of paper into two columns. Label one column "Childhood Work Tasks." Label the second column "Attitudes." List half a dozen childhood work tasks you recall. Based on your discussion, indicate how you felt about each task, as nearly as



ATTITUDES ARE CAUGHT

Childhood Work Tasks	Attitudes
1.	
2.	
3.	
4.	
5.	
6.	

Comments:

you remember. Discuss your responses with your partner or partners, and write any comments you may have at the bottom of the sheet.

Activity 2-B -- Positive Reinforcement

The phrase "positive reinforcement" means providing support that is positive in nature when a child does something we consider to be good or desirable. Discuss with your partner or partners some specific instances you can recall where you have seen positive reinforcement used in work-related situations. Recall instances from your own childhood, or those involving your child, or stories you have heard about others.

Based on the discussion, list three or four examples of ways you might use positive reinforcement to help your child develop good work values and attitudes.

Activity 2-C -- Self-help Skills

Self-help skills are among the earliest work-related skills learned by a child. They include such things as feeding oneself, putting on or taking off clothes, cleaning up toys or clothes, and moving from place to place (crawling, walking, running, and so forth).

During the week, make a list of all the self-help skills and accomplishments you observe in your child. In each case try to find at least one occasion during the week to praise or recognize the specific behavior your have listed. You might use such statements as: "Debbie can button her coat," or "Debbie can make her bed." This tends to strengthen the behavior and also adds to the child's self-esteem and awareness of what he or she can do. Check each item on the list for which you are able to find an opportunity for positive reinforcement.

Activity 2-D -- "I Can Do It"

In teaching a child new skills, parents must keep two things in mind: First, most jobs are made up of a number of sub-tasks; second, adult standards are not always appropriate for children.

During the week, find an opportunity to teach your child some new work task that is appropriate to his or her age level, such as making a bed, washing the sink, or sorting clothes. Before you begin, try to think about how many sub-tasks are involved in the job. Write them down so you will be able to explain them to the child. After you teach the child the new task, write down how the child's performance standards differ from your own. Be prepared to discuss the results with your partner or partners during the next group meeting.

Filmstrip Number 3

HOW TO TEACH YOUR CHILD TO WORK

This presentation is a natural continuation of the previous one, "Work Values and Work Attitudes Begin at Home." It explores what parents can do to involve children in learning appropriate work attitudes and behaviors. Its purposes are:

(1) To suggest ways that parents can involve children in carrying out their work around the home

(2) To give concrete suggestions for organizing the home and using follow-through in helping children learn to work

How to Use the Filmstrip

Insert Filmstrip No. 3 into the projector and place the corresponding audio cassette in the cassette player. (One side of the cassette contains inaudible "beep" tones to activate an automatic projector; the other side contains audible bell tones for manual operation.) Align the "FOCUS" frame of the filmstrip on the screen. Turn on the cassette player. If your filmstrip projector is the automatic type, it will automatically advance

the filmstrip at the proper times, in which case you should use the side of the cassette with the inaudible tones. If your projector is manually operated, use the side of the cassette with the bell tones and advance the filmstrip each time you hear the tone. Advance points are also indicated by circled numbers in the program guide which follows.

Program Guide -- Filmstrip No. 3

(1) "Home-based Career Education for Parents of Young Children" (Title).

(2) "How to Teach Your Child to Work" (Title).

(3) The home is a laboratory for learning about work. The parents' attitudes toward work and productivity influence even the very young child. (4) What you as a parent do and say can help children learn positive work attitudes and can teach them to practice good work habits.

(5) Work is necessary and can be shared by children, but anyone who has worked with parents has heard their pleas for help in the form of dozens of questions about how to get children to do their work. (6) "How do I get my child to put away his toys? Clean her room? Do her chores? Take out the garbage?" Getting children to do their work can sometimes be trying, and there are no simple solutions. (7) General child development principles are useful, including the fact that each child is different and responds in his or her own way. Nevertheless, some techniques may provide encouragement and help you avoid problems.

(8) All parents use rewards and punishment with their children. Parents should consciously decide how these are to be used. Each person's values and life style influence these decisions. Consider these examples:

(9) Four-year-old Fred was satisfied because he had just completed cleaning his room. His father recognized and supported his accomplishment by walking with him to his room, looking over the situation, and commenting on what he saw: (10) "You made your bed and took some of the toy animals off. You'll sleep better with more room. The toys are put away. All of your clothes are in their place. Your shoes are lined up so that you can find them."

(11) His father used this opportunity to reward Fred by walking with him to his room. The father's time and attention served as a reward in and of itself. (12) He used words to emphasize what had been done. He commented on how Fred felt. He did not use flowery words of praise or tell Fred that he was a good boy.

(13) Five-year-old Betty, without prompting, undertook a fairly lengthy project of cleaning out her closet -- (14) removing and rearranging most of the clothes, sorting her belongings, rearranging and stacking playthings, and mating her stockings. (15) Her mother praised her saying: "You're a good girl. As a reward, I'll buy you that new ball that you wanted."

(16) How would you handle a similar situation? What kinds of rewards and punishments do you use? What would you do the same or differently?

(17) Some experts in child development believe that the reward of accomplishment -- self-achievement -- is much more satisfying than rewards such as toys or candy.

(18) Helping children to do work around the house can sometimes be encouraged by using a point system with a reward. (19) Jean, age 4, was persistent in her refusal to make the bed, even though she knew how to do it when she felt like it. A variety of other methods, including nagging and spanking, had failed. They served only to reinforce the behavior and make the parents angry. (20) After a discussion of the problem, the parents handled it this way. Jean was told that she could have a point, worth a nickel, for each day she remembered to make her bed. Just one problem behavior was focused upon at this time. (21) Her progress was marked on a chart that she checked herself. For the first few days the nickels were given immediately after the bed was made so that she could put them in a jar and look at them. (22) The money was always accompanied by words of praise and encouragement. Gradually, as success was achieved, the money reward was withdrawn, but Jean continued to check her progress on the chart. By using this procedure to break the pattern of failure, success was achieved. (23) However, each child and each situation is different, and the solutions are not always clear cut. Parents must decide what is best for their child.

(24) Using work as punishment presents another dilemma. Sue disobeyed a rule by leaving her immediate neighborhood and crossing the street to play with a friend. Upon her return, she was scolded and ordered to pick up her toys.

(25) Contrast this with Tom's experience. In his hurry to get outside Tom knocked over the wastebasket, spilling paper across the room. (26) He was asked to pick up the paper before he could go outside. In this case, picking up the wastepaper was used instead of punishment. This is known as a natural consequence.

(27) How do these two situations differ? What messages do they give about work? Some would maintain that using work as punishment -- picking up the toys -- places that task in a negative light, making it less likely that work will give a sense of accomplishment. Furthermore, this attitude may carry over to other work.

(28) Written reminders sometimes help to encourage a child to work. One possibility is to use a wall chart listing regular jobs for all family members. (29) This idea works well with preschool children if you use simple pictures as clues. For example, a picture of a cat reminds the child to feed the cat. A picture of a garbage can indicates taking out the garbage. A picture of a dish means to clear the table. (30) In some cases charts are designed so the child can indicate by a check which job is completed. Marking the chart thus becomes a part of the reward for completing the task. (31) This idea is helpful because it frees adults from having to police tasks. Listing chores for all family members is a good way to demonstrate to children that everyone in the family shares the work.

(32) Remember, whether or not persons have a choice in deciding what and how to do a task influences their behavior.

Children, like adults, tend to be more cooperative if they have some voice in making decisions. (33) A child might be asked to choose one of several tasks -- feeding the dog, carrying the clothes up the stairs, or cleaning out the car. (34) Even simple choices help to improve job satisfaction and lead to the development of more advanced decision-making skills. Obviously, there are some decisions that cannot be made by children.

(35) Also, parents differ in their attitudes about work. Should children be required to work? How much? Is the work ethic strengthened by forcing children to work? (36) If I don't require enough, will my child be lazy? How are good work habits developed? These are all questions that can be profitably discussed by parent groups.

(37) You must decide which work decisions are relevant for your family; however, there are many non-work related choices that preschool children can make which will help develop their decision-making skills. (38) They can select their own clothes to wear -- pants or a dress . . . cowboy or short sleeved shirt . . . a print or a plaid . . . boots or sneakers. (39) Learning to make decisions begins early and leads to feelings of autonomy and self-worth.

(40) Parents can help by planning decision-making experiences. (41) At the grocery store, a child can choose a favorite fruit, a preferred breakfast cereal, or a flavor of pudding. In the clothing store, choices include style of shirt, color of shoes, or design of a belt. (42) A four-year-old can select her

own picture book or decide how to spend a quarter. Selecting one or two favorite toys from a catalog provides another opportunity for choice.

(43) Exploring and analyzing simple behavioral alternatives also leads to more advanced decision-making skills. Parents can foster this development at the appropriate times. (44) One day, four-year-old Beth went outside without her shoes. When she returned, her father noticed she had cut her foot. (45) Instead of giving her a lecture, he sat her on his lap and talked to her about how she injured her foot.

"What happened?" he asked.

(46) Beth explained that she stepped on a piece of glass.

"That's too bad," he said.

Beth thought about the experience a moment then said, "Next time I go out, I'll wear my shoes."

(47) The reasoning ability of children is somewhat limited, but they can understand simple cause and effect relationships.

(48) Involving children in decision-making experiences is not meant to suggest that parents let children do what they please. Wise guidance is needed. (49) On the other hand, parents need not dictate all decisions and solve all problems. Children can be encouraged to learn by trial and error and through discussion of life's experiences.

(50) Learning to organize materials or time is related to lifetime work habits and career success. Even very young children can learn simple organizational and sorting skills, (51) such as separating the knives and forks as they're put away, matching

socks or sorting laundry by color, arranging clothes in a chest with shirts together in one drawer and underwear in another. (52) These early behaviors lay the groundwork for later ability to clean out the tool shed, arrange tools in a unified, coherent fashion; organize time and school materials for study, and systematically clean an entire room. (53) Most careers require this type of organizational ability. The postal clerk sorts and organizes mail by state and zip code. (54) The grocer arranges materials on the shelf to assist his customers in selection. (55) The dentist organizes his instruments for easy use. Good organization is related to success in many careers. (56) Unless one can find the tools or materials needed and can schedule time successfully, confusion often results. Parents can teach these simple organizational skills to children.

(57) As you teach your child to do simple home tasks, remember that it sometimes helps if a regular routine is established. Some families set aside a day for cleaning the house. Everyone in the family is expected to be involved. (58) Bruce knows that his job is to empty the wastebaskets and help with the vacuuming. Even though the tasks may change some weeks, the expectation that everyone will help remains the same and helps to establish good work habits. (59) In addition to weekly tasks, Bruce also has daily work. He puts away his playthings before bed and he feeds the dog. Doing these things every day at approximately the same time helps to set a pattern. (60) With older children this routine might include not only home tasks, but schoolwork -- reserving 30 minutes at the same time each day as a study period.

(61) Consistency in expectations is also important. Expecting a child to hang up his clothes one day, then forgetting for three weeks makes learning more difficult and leads to poor work habits. When tasks are expected regularly, carried out, and reinforced through praise, children will learn more easily.

(62) It will also reinforce the learning of organizational skills if your home is arranged in an orderly fashion. The old adage "a place for everything and everything in its place" can probably be carried too far. (63) But appropriate home organization can help children learn good work habits. Teach the child where things belong; toys in a box or closet, shirts in one drawer, socks in another, dirty clothes in the hamper and so on.

(64) Children can clean up for themselves if they are able to find cleaning materials. (65) You can teach children to use equipment such as brooms and sponges. This is easier when the child has access to the materials -- when equipment is always in its place and within easy reach. (66) If a child spills water, and the sponge is convenient, he can learn to clean up after himself. (67) Likewise, the child who spills cat litter while emptying the box can use a handbroom and dust pan to sweep up the mess. Even babies who cannot yet feed themselves can learn to use a sponge to clean up spilled soup. (68) Often this "work" is fun for children, particularly if a game is made of cleaning up. Emphasize the positive value of work by having fun. Work should not be used as a form of punishment.

(69) To encourage your child to help with work, you may want to assemble a clean-up kit using a basket or a milk caddy. Include a sponge, dust pan, handbroom, dust cloth, and some spray cleaner. (70) Explain to your child that these materials are for his or her use. Introduce them one at a time and teach the child to use them. Store the kit in a convenient spot where it can be reached.

(71) Teaching by modeling or by doing tends to be more effective with young children than excess talking, explaining, and preaching. (72) For example, it will be easier and more effective to teach your child to use the spray cleaner by showing her how to push the button and aim the bottle, using "hands on" experience.

(73) Likewise, you can show your child to hang a coat on a hanger easier than you can tell him how to do it. (74) But to ask a child to make Jello would probably lead to confusion and failure if the child has never done it before because it is a complex task. (75) Using step-by-step procedures, making Jello can be a success. For example, the parent might first show the child how to open a box while opening one of her own. (76) The Jello is then poured into bowls. A cup of hot water is added, and the mixture is stirred until the grains dissolve. (77) Next, cold water is added and the mixture is stirred again. Then the liquid is poured into a bowl or mold. (78) In this instance, the child learns by watching and copying the behavior of the parent. This is a good technique for teaching many skills.

(79) Follow-through is required in helping children learn to work. Parents sometimes assume that once children learn to do certain tasks, they should then do those jobs on their own accord. (80) But the child, already wise about how to avoid work, get attention, or "bug" parents, will balk or refuse. Parents typically react in one of several ways: (81) They give up, deciding it's more work than it's worth. They nag and complain. Or they turn the situation into a power struggle with the parent insisting "You will do your work, and you'll do it now!" (82) If you've been a parent for long, you have probably heard and seen these arguments with all of their many variations.

(83) Allowing the child to avoid work is usually not helpful to either the child or the parents. It is necessary for parents to not only set reasonable expectations, but to insist that children carry them out. (84) Often words are not enough. After the child has been reminded once, it works best to stop talking and use appropriate action. Move the child in the direction of the task. (85) This might be more work than simply doing it yourself, but remember that the immediate task is probably less important than the long-range habits and attitudes developed.

(86) Withholding privileges is another technique used by parents to enforce behavior. For instance, some children cannot watch television unless home tasks are completed first. (87) Whatever methods you use will probably be more successful if you carry them out consistently. Make certain that what you expect of children is reasonable (88) and then see to it that the child carries it out to completion. If you expect a lot but your child actually does little, both of you will have feelings of failure.

(89) If you're having problems in this area, reassess what tasks you expect of your child. List your work expectations on a piece of paper. (90) Ask yourself if these tasks have been clearly communicated to your child. Sometimes we expect children to read our minds without clearly explaining the rules or what is expected. (91) Are the tasks realistic in terms of the child's age and stage of development? Are there problems such as illness or other extenuating circumstances that might make it difficult for your child to perform? (92) Try to put yourself in the child's position and ask how you would feel. It may be helpful to share these ideas with other parents or to discuss them in a parent group.

(93) Babies are born with an innate drive to explore their environment and become competent. Throughout one's lifetime, the seeking of competence is as natural and normal as going to sleep and waking up. (94) Babies squirm and move as they learn to use their bodies, to crawl, to stand up, and to walk. Later, children learn more complex acts, such as riding a tricycle or skipping. (95) The motivation for these tasks is built in, yet parents can help through encouragement by offering words of praise, by maximizing opportunities, and by teaching necessary skills.

(96) In summary, whatever you can do to help children learn general competence and good work habits will influence chances for future career success.

Remember:

(97) Work can be shared by children.

(98) Learning to organize materials and time is related to career success.

(99) Parents can help by planning decision-making experiences.

(100) Follow-through is required in helping children learn to work.

(101) "Produced by Olympus Media" (Title).

Topics and Questions for Discussion

(1) What has been successful in your family for helping children learn to do their work?

(2) How might flowery words of praise be harmful rather than helpful to a child?

(3) When might it be appropriate and when might it be inappropriate to use money reward to encourage a child to work?

(4) What is meant by a "natural consequence," and how can this method be used to help children learn to work?

(5) How can giving choices related to work be used to influence cooperation?

(6) Is the work ethic strengthened by forcing children to work?

(7) If parents don't require enough work, will their children be lazy?

(8) What are some meaningful decision-making experiences that parents can plan for children?

(9) How is learning to organize material or time related to lifetime work habits and career success?

(10) Discuss how children can be involved in learning simple organizational and sorting skills.

(11) How might a regular routine help a child learn to work?

(12) Why is consistency in expectations important?

(13) How does home organization influence children's work habits?

(14) Discuss ways that parents can use modeling to teach children to work, or discuss how parents can teach certain tasks to children using modeling.

(15) What is meant by follow-through in helping children learn to work?

(16) How can this method be used effectively?

(17) Discuss how and when withholding privileges might be an appropriate method to enforce behavior.

(18) How does clearly communicating work expectations influence children's behavior?

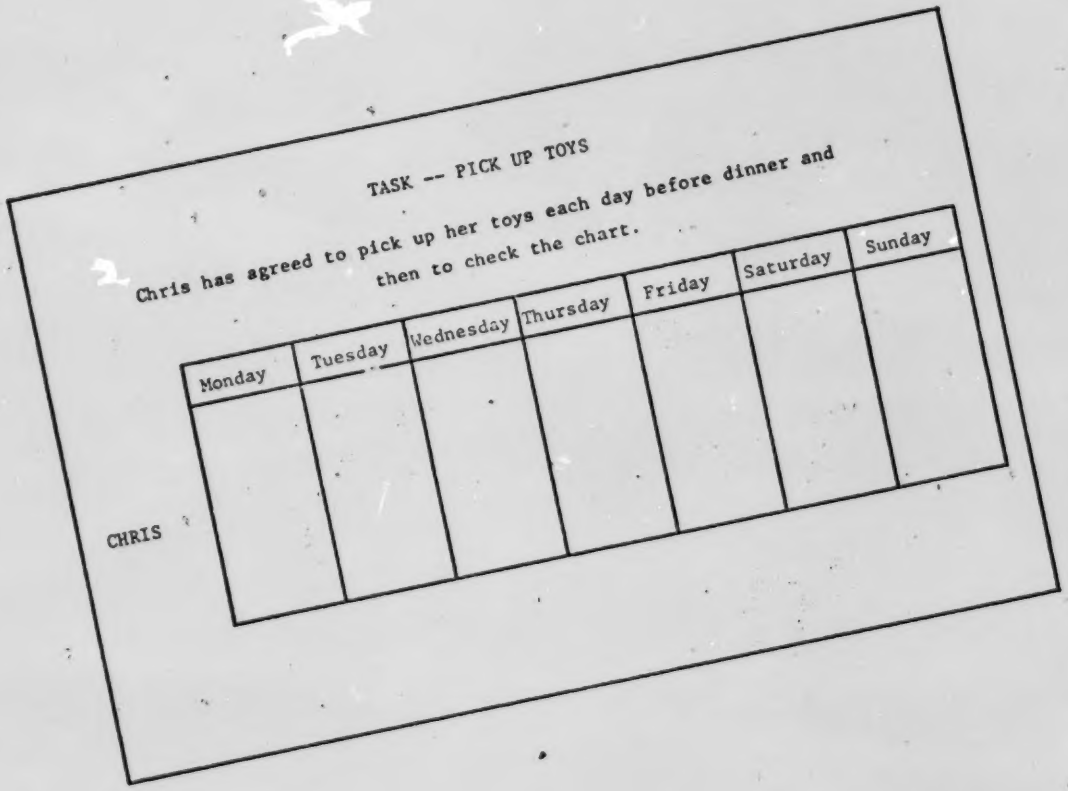
Follow-up Activities

The following activities are for use in conjunction with the filmstrip titled "How to Teach Your Child to Work." All of the activities are "child-related tasks." While these tasks are designed for use with preschool children, they also have applications for children in the early elementary grades. The tasks should be completed by parents in the home. The experiences gained can then be shared with either the small partnership group or the larger group if the opportunity presents itself.

Activity 3-A -- Written Reminder

Written reminders or charts with a place for a child to record when the work is done sometimes help encourage good work habits. Some families keep such charts on a convenient bulletin board, others use a card file or other device. The main thing is to make sure that the chart has a permanent place that is convenient. If there is more than one child in the family, each child should have a chart so that all understand the work load is shared. Several steps should be included:

(1) Discuss with the child some task which both you and the child feel is important to be completed on a regular basis. Do not argue, but discuss your expectation calmly.



(2) Work out a plan of action with the child so that the child knows what the task is and when it should be carried out.

(3) Work with the child in preparing the chart so that the child understands completely what is involved.

(4) Examine the chart frequently, especially during the early days, and offer praise when the chart is checked properly.

(5) Review tasks frequently, including the task of keeping a record on the chart.

Activity 3-B -- Organizing

Learning to sort or organize various items is related to the successful use of time and materials.

Select a sorting task which is appropriate to your child's age level and to the activities in your home. Possible tasks might be mating socks, putting eating utensils (forks, spoons, knives) in compartments in a drawer, sorting clothes, or sorting toys and playthings. Pick something that is done regularly so the child will have an opportunity to develop the skill.

Teach the child to do the task, keeping in mind that the standards employed should be appropriate to the child.

Be sure to reward the child with attention or words of recognition when the task is completed.

Activity 3-C -- Clean-up Kit

One way to help a child learn to work is to provide the child with the necessary tools and with opportunities to use those

tools. Providing the child with a personal clean-up kit will encourage the development of organization skills as well as good work habits.

Put together a clean-up kit for your child. Use a basket, box, milk caddy, or some other container that is easy to carry about. Include whatever tools you think are necessary and appropriate to your child's age and skill level. For instance, you might include a small hand broom, a dust pan, a sponge, and a dusting cloth. If your child is old enough, you might also want to include a spray bottle of household cleanser or some other cleaning agent (be sure the chemicals you use are safe for children).

Take the time to show the child how to use each of the items in the clean-up kit. Encourage the child to use the clean-up kit whenever it is appropriate.

Be sure to keep the kit in a convenient spot within the child's reach so that the child can use the materials independently.

Activity 3-D -- Share the Work

Children learn how to work by watching others and by copying the behavior of others, particularly parents.

During the week, find at least three work situations around the home where you can share the work with your child. These might include such things as doing the dishes, cleaning, or shopping at the grocery store. Let the child participate in the work project alongside an adult worker. Be certain that it is actual participation and not simply observation. For example, if the child shares

the work of doing the dishes, he or she should actually handle the items, not just watch while someone else does it. (If the child is too young to handle dishes without breaking them, he or she should not share that type of work because it may produce a failure experience rather than a success experience.)

When the task is completed, find an opportunity to praise the child, both for the quality of the work and for sharing in the work load.

Write down the work sharing experiences you have with your child so that you can discuss them with your partner or partners.

Filmstrip Number 4

INTRODUCE YOUR CHILD TO THE WORLD OF WORK

This presentation is designed to help parents help their child by introducing him or her to careers and work in the neighborhood. Its purposes are:

(1) To point out ways that children's natural interest in careers can be strengthened by parents

(2) To suggest field trips and experiences in the neighborhood that develop career awareness

How to Use the Filmstrip

Insert Filmstrip No. 4 into the projector and place the corresponding audio cassette in the cassette player. (One side of the cassette contains inaudible "beep" tones to activate an automatic projector; the other side contains audible bell tones for manual operation.) Align the "FOCUS" frame of the filmstrip on the screen. Turn on the cassette player. If your filmstrip projector is the automatic type, it will automatically advance the filmstrip at the proper times, in which case you should use the side of the cassette with the inaudible tones. If your projector is manually operated, use the side of the cassette with

the bell tones and advance the filmstrip each time you hear the tone. Advance points are also indicated by circled numbers in the program guide which follows:

Program Guide -- Filmstrip No. 4

(1) "Home-based Career Education for Parents of Young Children" (Title).

(2) "Introduce Your Child to the World of Work" (Title).

(3) You can help your child to have greater success in the world of work by introducing him or her to careers and work at an early age. What the young child learns will influence his or her school success and future career.

(4) At an early age, the child can benefit by developing skills and by becoming aware of his or her own potential. (5) Success building success, and whatever parents can do to build good work habits and skills in children will help them continue on a positive path.

(6) For example, parents do many little things every day that help children become aware of what they can do and that build self-esteem:

(7) "Josh can ride a trike."

(8) "Merilee can wash her hands."

(9) "Jake can take off his cowboy boots."

Statements such as these help the child learn.

(10) Career education in the early years is also a matter of introducing children to workers and work values.

(11) Preschoolers commonly volunteer that they would like to be fire fighters, police officers, mail carriers, nurses, or doctors. These early career choices will change many times. (12) Usually, children single out those occupations with which they have real experience, those that are concrete enough for a child to understand and those that involve action and drama.

(13) When children do express interest in a career -- a truck driver, a pilot, or whatever -- take advantage of this interest. Help the child to explore work in more depth.

(14) For example, Kim, age 4, reported that she wanted to be a pilot when she grew up so that she could fly grandpa around the world. Kim's interest can be encouraged by parents who talk to her about it. If possible, find a simple book related to the topic -- a book about pilots or airplanes. (15) That way, parents and children can learn together. Much of what you do naturally is valuable. Simple ideas can be shared, such as the fact that pilots fly foods around the world . . . the pineapple the family had for dinner was probably flown in from Hawaii. (16) Point out how pilots read the instruments in the plan so that they can land and take off. (17) Talk about how a knowledge of the weather is helpful to pilots because it is sometimes not safe to take off or land in a heavy rain or snow. (18) Parents can do whatever possible to help the child understand the functions of airplane transport and the career activities of a pilot.

(19) In a similar manner, parents can discuss how other careers benefit people. One way to do this is to visit with workers -- (20) a bus driver for example -- and share some simple

information. Your child will best understand what he or she can see, touch, smell, and hear. (21) Children are interested in careers that are real to them and have some personal meaning. (22) For example, four-and-a-half-year-old Ray has seen buses. (23) He can comprehend that bus drivers play a role in driving them and that buses carry people, because when grandma visits, she comes on a bus. (24) He can learn that packages as well as people are carried on buses. At this stage of development, children are not interested or ready to understand complex concepts about travel and scheduling, (25) so keep it simple and add new information a bit at a time. Be prepared for the child's interest to change frequently and encourage such changes in order to expose your child to many workers.

(26) Each week, you will have many opportunities to acquaint your child with work and careers in the neighborhood. This need not take a lot of time. It's really more a matter of talking with your child about work and workers as you see them. (27) For example, the mail carrier delivers mail in every neighborhood. Talk with your child about this role and what function the job plays: (28) mail carriers deliver letters, messages, and packages. "This letter was sent from Aunt Barbara." Some mail is flown across the country and is then delivered in our city.

(29) To reinforce information about what mail carriers do, save old mail, advertisements, letters, catalogs, and magazines and give them to your child to play post office and mail carrier with. (30) Playing mail carrier gives children a first-hand experience with sorting and delivering mail; it also triggers more discussion and heightens the child's interest in this occupation.

(31) On occasion you can involve a worker in talking about his or her work. For instance, you might ask the mail carrier to talk about what he does and what he likes and dislikes about the job. He may say he does a lot of walking as he goes from house to house, walking as much as 18 miles per day. (32) He may talk about how he likes his job because he enjoys the physical activity and likes to work outside. But he might also point out the disadvantages, such as bad weather, unfriendly dogs, and sore feet.

(33) There are countless other workers in every neighborhood who you can introduce to your child. At the grocery store there are store managers, checkers, and butchers. (34) Out-of-doors there are garbage collectors, construction crews, street cleaners, and road repair workers. (35) When you visit the gas station, point out what the attendants and mechanics do. Keep the explanations simple and concrete: mechanics fix cars. (36) If you have time, let your child watch a flat tire being fixed. Again, keep your explanations simple. (37) The mechanic has to raise the car to take the tire off. Then he has to find the hold and patch it. (38) Point out how things work: cars need gas to move. The gas goes from the gas pump through the hose into the gas tank.

(39) Look around for other work that is carried on in your neighborhood. There are special field trips that can be planned. (40) Take along a small group of children or one of your child's friends. This helps to increase discussion and make the trip more meaningful. The zoo is a favorite place to visit. (41) Along

with the things you normally do -- having a good time, looking at the animals, and responding to whatever it is that interests your child -- point out and talk about work. (42) For instance, if you see the birdkeeper, chat about what it is that he is doing. Likewise for the animal trainer or the gardner. (43) Children who may be well aware of the animals in the zoo are usually not aware of the work involved in caring for them and of the work that goes into maintaining animals, grounds, and buildings. (44) Dont' try to do too much at once. It will take years before the child gains an in-depth knowledge. However, even young children are interested in work and are capable of understanding some simple ideas.

(45) In addition to the common field trips that you take to the dairy, zoo, and park, there are others less well-known that you may want to arrange. (46) While they may require prior arrangements, they are of great interest to children. For example, consider a visit to a candy factory, a hospital, a printing company, or a drive-in restaurant.

(47) When possible, talk about the visit before you go. If you're going to a drive-in, discuss it with your child beforehand. Keep it simple and fun:

(48) "Today, we're going to visit the drive-in. What foods do they serve? Right! They serve malts. (49) They make hamburgers and French fries, too. What workers might we see? Yes, we'll probably see a cook."

(50) While at the drive-in, focus upon work and workers. Point out and talk about what the various workers do. (51) A cook

fries the hamburgers and wraps them in paper. (52) Another cook drops the French fries in hot oil and then takes them out when they are golden brown. Also, talk about whatever interests your child.

(53) This kind of discussion can help to build interest and raise questions.

During and after the visit, <u>discuss it again.</u> (54) Use books and pictures to follow up on the experience. If you've taken photographs of the child and workers, this is a good way to follow up on the visit. (55) Children like to see pictures of themselves, and the photos trigger talk about the experience.

(56) Invite the children to talk about the visit off and on and from time to time after you return. This can help to make learning more fun and provide you with opportunities to build upon the child's concepts.

(57) Your child will have a better understanding of work if you provide him or her with a first-hand opportunity to know about and observe the work that you do. (58) This is especially important if you work away from the house, because even though a child is told that a parent works, he or she may have no idea what it is that parents actually do. (59) In fact, the message received by children in many families is that Dad leaves the house in the morning and returns at night to sit exhausted in a chair. (60) The child is told that the parent works, but the primary impression the child receives is that Dad sits in a chair. (61) Likewise, the child might learn that Mom does only dishes, laundry, and housework. Remember, it is easier for the child to

know about and have experience with work carried out at home because he or she can see it, do it, and become involved. (62) Nevertheless, it is important that parents introduce children to a broad range of work -- work that they may not normally see. (63) Mothers do other things besides domestic work. Some have outside careers, or they do volunteer work, or they engage in various kinds of self-improvement. (64) Likewise, fathers work outside the home, as well as do housework and care for children.

(65) On occasion, take your child to work with you -- to the office, plant or job location. Children need first-hand experience with parents at work. (66) Using simple terms, show and tell the child about your work. Demonstrate how to use tools to carry out the job. If you work in a sewing factory, within the limits of safety, let your child observe the machines and view the finished product.

(67) If you are an accountant, possibly the child can see and touch the books you work with and the calculator. (68) If you are a nurse, arrange a visit to the hospital or office so that the child can picture the setting.

(69) Some highly abstract occupations are difficult to explain to young children in meaningful terms. These include occupations such as psychologist, social worker, theoretical chemist, mathematician, and computer programmer. (70) Nevertheless, the child can visit the place of work and be given a simple explanation to which more can be added later. (71) It is important that children understand that parents <u>do</u> work. Such visits help children realize what occurs when parents are away from home and "at work."

(72) If your child is enrolled in a play group, a church group, or a nursery school -- or is a member of any group of children -- there are various resource people who may be willing to visit and expand children's concepts of work. (73) They include a barber, a plumber, a police officer, or appliance repair person, a doctor, a truck driver, or a heavy equipment operator. (74) Try to use a broad variety of persons, including representatives from the trades, professionals, blue collar workers, and white collar workers. (75) Be sure to include women as well as men and try to show traditional as well as nontraditional workers. (76) This will help to give value and meaning to all work and thus help to expand children's career options.

(77) As you utilize ideas for acquainting children with the world of work, use hands on experience whenever possible. (78) Arrange things so that, within the limits of safety, children can touch and become involved. (79) For instance, Shawn, age 4, occasionally accompanies his grandfather to his place of business, a tool making company. (80) Shawn delights in the work he carries out. His duties may include running small errands for the workers, carrying a grinding wheel across the plant, getting the hammer out of the tool box, or emptying the wastebaskets. (81) This is a valuable experience in helping Shawn understand work.

(82) In an office, with supervision, children can use a stapler, use the telephone, or help make photocopies. (83) The development of even small work skills can help to develop pride and a sense of accomplishment.

(84) In the past, the home, the school, and the world of work have not always been related. Moving from school to a career has often been difficult. (85) Schools and homes have sometimes failed to help students understand work and prepare for the future. (86) Parents who understand the role of early skill building and the development of work values and attitudes are in a better position to help their children become competent, develop good work habits, make wise decisions, and have maximum opportunities for economic success.

(87) In summary, you can do many things to help your young children begin their career education. Remember:

(88) Career education is a matter of introducing children to work values and workers.

(89) Special field trips can be planned to such places as the zoo, a drive-in, or a candy company.

(90) Talk about the visit before you go, during the visit, and after you return.

(91) To give your child a first-hand experience with work, take your child to work with you.

(92) "Produced by Olympus Media" (Title).

Topics and Questions for Discussion

(1) Why does it build children's self-esteem to help them become aware of what they can do?

(2) How can parents take advantage of children's career interests to help them learn?

(3) Discuss what is appropriate to share with children about a job as well as what would not be relevant or interesting to children.

(4) Discuss career education field trips in your neighborhood that would be appropriate for children.

(5) Why is it important to talk about the visit before you go and to discuss it again later?

(6) Why are first-hand experiences important in helping children learn?

(7) Why is it that children have more difficulty understanding such abstract occupations as psychologist?

(8) What resource persons might you invite to visit the home to expand children's concepts of work?

Follow-up Activities

The following activities are for use in conjunction with the filmstrip titled "Introduce Your Child to the World of Work." All of the activities are "child-related tasks." While these tasks are designed for children in the early elementary school years, they also have applications for preschool children. The tasks should be completed by parents in the home and the neighborhood. The experiences gained can then be shared with either the small partnership group or the larger group if the opportunity presents itself.

Activity 4-A -- Workers in the Neighborhood

You can help your child learn about the world of work by introducing him or her to various workers in the neighborhood.

The main thing is to create an awareness of the fact that many people work at many jobs in order to serve our needs.

Take your child on a visit into the neighborhood and introduce him or her to a worker who may not be seen every day. Select a worker in a job which has appeal to your child, such as a barber, a beautician, a veterinarian, a butcher, a pet store operator, or a fire fighter. Talk to the worker and let the child ask questions if he or she wishes. Try to relate the worker and the job to the child in some way. For instance, the butcher cuts and wraps the meat which the child will have for dinner.

Answer any questions your child may have, but keep the answers simple and introduce a little information at a time. Don't overwhelm the child with information.

Activity 4-B -- Career Book

After the child becomes familiar with the idea that many kinds of workers provide services to the family, help him or her start a "Career Book." This is a good summer project or on-going project that may stretch over an extended period of time.

Provide a blank scrap book of some kind or a series of blank sheets of paper tied together with string. Have the child go through magazines or newspapers to cut out photographs of various workers. The child can paste the photos in the scrap-book and label them, if he or she is old enough to write.

Spend a little time discussing the various jobs with the child and answering any questions he or she may have. Once again, try to relate the activities of the workers to things which are

familiar to the child. The Career Book may fill rapidly at first, but as time goes on it will become more and more difficult to find photos of workers in occupations which are different from the ones already gathered. This aspect of searching for new types of workers makes the project more interesting.

Activity 4-C -- Take Your Child to Work

Children can benefit from first-hand experience with parents at work. They not only learn about work, but they also learn where parents are during the day and what they do.

When you take your child to your work, plan the visit in advance with the child so that he or she can benefit from the anticipation. Talk a little about what the child will see and relate the work to something concrete in the child's life, if possible. Keep explanations simple. When you get to the place

of work, tell the child about what you do and about the kinds of activities which take place. If it is appropriate, show the child some of the tools you use or the objects with which you work. There is no need to go into complex discussions. Point out that the various people in the organization are doing work and that they all work together to provide a service or to create a product for others. Encourage the child to ask questions so that you can get some idea about the interests the child brings to the visit.

After the visit is over, talk about it again once in a while at home. The child may want to return after several weeks or months. Every visit will provide new information.

Activity 4-D -- The Field Trip

Children enjoy going outside the neighborhood to visit such places as the zoo or the park or the business district of the city. The value of such trips can be increased by including some consideration of the kinds of work and workers which children might see.

Parents might also organize special field trips for the purpose of increasing the child's awareness of the world of work. In such cases it's often a good idea to arrange to take along one or two of the child's friends so the children will have a common experience to talk about when it is over. Many organizations welcome such visits as part of their public relations program, and they may have special times designated for tours or other visitor activities. You may also have friends or acquaintances who can make arrangements for such visits in their own places of

employment. Consider those organizations to which the child can relate concretely. For instance, you might visit a candy factory, an electric power generating plant, a hospital, a toy manufacturer, milk processing plant, or any of a number of similar operations.

As is the case with any field trip, talk about it beforehand, answer any questions the children may have as simply and as directly as possible and arrange to discuss the visit after it is over. For example, the field trip might begin by reading a story book about a hospital. Then you tour the hospital. Then you return home for cookies and punch and talk about what you have seen.

Remember, the goal in this particular type of field trip is to look at work and workers. Certainly, other interests are there, also, but be sure to point out the variety of workers you see along the way and try to say something about what they do.

Filmstrip Number 5

BROADEN YOUR CHILD'S CAREER OPTIONS:
NON-TRADITIONAL ROLES AND STEREOTYPES

This presentation is concerned with changes in society and the nature of work that necessitates preparing both boys and girls for a broad range of work during their lifetimes. Its purposes are:

(1) To point out some of the specific changes in society
(2) To help parent assign work according to interests, skills, and developmental level rather than by stereotyped expectations
(3) To suggest ways that parents can expose children to a broad range of role models and experiences

How to Use the Filmstrip

Insert filmstrip No. 5 into the projector and place the corresponding audio cassette in the cassette player. (One side of the cassette contains inaudible "beep" tones to activate an automatic projector; the other side contains audible bell tones for manual operation.) Align the "FOCUS" frame of the filmstrip on the screen. Turn on the cassette player. If your filmstrip

projector is the automatic type, it will automatically advance the filmstrip at the proper times, in which case you should use the side of the cassette with the inaudible tones. If your projector is manually operated, use the side of the cassette with the bell tones and advance the filmstrip each time you hear the tone. Advance points are also indicated by circled numbers in the program guide which follows.

Program Guide -- Filmstrip No. 5

(1) "Home-based Career Education for Parents of Young Children" (Title).

(2) "Broaden Your Child's Career Options: Non-traditional Roles and Stereotypes" (Title).

(3) Career Education has become more essential for everyone -- from birth through old age. (4) Changes in society, especially changes in the nature of work and in the roles open to both men and women, have created a new emphasis on the value of career education.

(5) Both men and women live longer. In the last one hundred years average life expectancy has increased by over 20 years. (6) This can mean 20 additional years of important and meaningful work that provides a sense of accomplishment, or 20 more years of boring, unsatisfying work.

(7) Women today play a more prominent role in the labor market. Increasing numbers are going to work. On the average, females outlive males by eight years. There are more women than men in the population. (8) Families are choosing to have fewer children. In the past, motherhood took up more of a woman's

years. Now the average woman spends only one-third of her adult years raising children, leaving time for other work. (9) Women in increasing numbers are electing not to marry or to be single heads of households. Households headed by a single parent have increased by 73 percent since 1960. (10) Women are working in non-traditional jobs, and they are choosing to raise families as well as work. All of these factors bring women into the job world. (11) Since 1950, the number of women workers has nearly doubled, while the number of male workers has increased by only one-fourth. Over 90 percent of women in the U.S. will work during their lifetimes. (12) Women must make many of the same career decisions that were previously made only by men. But while women are going to work in increasing numbers, their average educational level and average yearly income is still substantially lower than their male co-workers. (13) In 1974, the average income for men was $11,835, for women, $6,772. This may be because women have not been encouraged to develop high level career skills.

(14) The world is changing for men as well as women. Roles and duties of both sexes are becoming more flexible, with men and women sharing and exchanging responsibilities. (15) Some men are electing to be house husbands, work part time, and take an active role in child rearing. (16) Some women are choosing to go to work, share financial responsibilities, or be heads of households. (17) A broader range of career options are available for all segments of society -- women, men, minorities, and the handicapped -- than

have been available in the past. In addition, one's career is more likely to change several times during one's lifetime.

(18) These broadening options -- plus increasing competition for jobs -- necessitate preparing both boys and girls for meaningful career choices. (19) Since work habits, attitudes, and skills are learned early in life, parents have a prime opportunity to influence children in ways that will make it possible for them to be free to do and be whatever their interests, abilities, and strengths will allow.

(20) This is not meant to frighten parents who may already feel overworked by the demands of parenthood. Much of what you do naturally is helpful. (21) Our purpose is to help you appreciate the many things you already do and to suggest some ways that you can broaden your child's opportunities in life.

(22) Children of both sexes will have more opportunities for learning if home tasks are not assigned on the basis of conventional sex roles. (23) As a parent, do you commonly assign or suggest cleaning, cooking, and serving type jobs for girls; and taking out the garbage, cleaning the garage, or working in the yard for boys? (24) This is not as much of a problem with preschool children who are commonly involved in putting away toys and games, cleaning up their rooms, and putting away clothes -- tasks which both boys and girls can be involved in.

(25) However, as children get older, sex roles become more stereotyped, with girls washing dishes, cooking, cleaning, and doing the laundry; (26) and boys doing mechanical or home repair tasks. Any of these tasks can be carried out by either sex.

Assigning work according to conventional sex roles prevents boys and girls from learning. (27) Parents can introduce children to a variety of role models. Children's behavior and life styles will also be influenced by what they see their parents and other adults doing. (28) If a boy does not see adult males cooking, cleaning, and caring for the baby, he will be less likely to value those tasks for himself. (29) Likewise, girls who do not observe women fixing plumbing, doing household repairs, mowing the lawn, or pursuing meaningful careers will be less likely to choose from a broad range of tasks and career options. (30) This does not mean that girls should always be pushed into yard work or boys into housework. (31) It does mean that both sexes should have opportunities for and experience with a variety of jobs and not be denied any opportunity on the basis of sex.

(32) Children's career choices are influenced by those persons close to them -- parents, teachers, and neighbors. Without ever talking about careers or work, these individuals serve as models of what the child can become. (33) According to the National Education Association, less than two percent of the teachers in the first four grades are male. (34) This makes it less likely that males in significant numbers will choose that role for themselves. The same can be said about race, social class, or various handicapping conditions. (35) Black children who do not see members of their race as role models performing various jobs will be less likely to select those careers. (36) Handicapped children who do not see other handicapped persons in a wide range of occupational roles will limit their own expectations.

(37) The problem of sexual stereotyping is being attacked by society in several ways. Individuals of the sex under-represented are actively recruited to fill job vacancies -- (38) male nurses, female engineers, male secretaries, and male telephone operators. Anti-discrimination suits are being tried in the courts, and many employers are making women's salaries more equitable. Many men and women are electing to change roles. (39) This means women changing tires, playing baseball, and getting their hands dirty. For males, it might mean cleaning house, cooking, and caring for children.

(40) Suggesting that males and females share some roles does not imply that there are no differences between them or that they should share all duties equally. A person's share of family work will depend upon variables such as age, interest, ability, and the demands of school work or other work outside the home. (41) The point is, no single individual need be totally exempt from sharing duties. Obviously, a parent who has a forty-hour job outside the home would not be expected to share the housework and child care equally with a partner who devotes full time to those duties. (42) However, feelings of equality and dignity are enhanced when work around the home is shared. When housework is always done by females, it becomes "woman's work." Likewise, when mechanical tasks are always done by males, they become "man's work."

(43) Some differences between males and females are culturally determined while others have a genetic base. It is difficult to tell which behaviors are innate and which are learned.

(44) Males tend to be better muscled and stronger. This is probably influenced by experience in sports and by a genetic code which programs men to be heavier, taller, and more muscular. (45) Nevertheless, to exclude girls from sports or exclude boys from homemaking limits their choices and predetermines their life styles.

(46) Even in traits where sex differences do exist we find overlap in their distribution. (47) For example, although men, on the average, are stronger than women, there are some women who are stronger than some men. (48) Excluding by sex occurs when cooking and homemaking classes in school are required or expected for girls but not for boys, (49) or when shop and football are restricted to boys only. The practice of sorting students by sex limits growth possibilities for both sexes.

Also, adhering to tight roles assigned on the basis of sex presents problems. Those who select non-traditional roles sometimes feel deviant. This is unfortunate because it leads to feelings of guilt and low self-esteem.

(50) Children's views of themselves and what they can and cannot do are influenced by the sex role expectations of parents. (51) Several child development researchers, working independently, have found that boys and girls are treated differently from the moment of birth. (52) Boys are handled more roughly and encouraged to be active. Girls are smiled at more often and treated tenderly. (53) The color blue is selected for boys and pink for girls. Even the toys provided are different.

(54) One study found that when mothers were left in a room with an infant they thought to be a girl and three toys -- a doll, a train, and a fish -- they tended to smile more and give the female child the doll more often. (55) The same mothers presented the train more often to the infant they thought was a boy. They presented the fish -- a sex-neutral toy -- approximately the same number of times to both infants. (56) Later, when the mothers were told that the female infant was really a male, they were very surprised. These same women had previously denied that boys and girls were different at this early age. (57) Parents tend to impose their own expectations on children rather than responding to "masculine" and "feminine" cues in the child's behavior.

(58) Even the toys commonly provided for children influence their sex roles. (59) Books, tea sets, dolls, housekeeping, and other domestic equipment -- including mops and brooms -- are often selected for girls but not for boys. (60) Blocks, tinker toys, erector sets, trucks, trains, and wagons -- those toys requiring manipulative and mathematical skills -- are often selected for boys. (61) Toys have traditionally encouraged passive domestic play for girls and aggressive, active, problem-solving play for boys, thus restricting or limiting experiences for both sexes.

(62) In the United States, women have conventionally played a more nurturing, mothering role in child rearing than men -- spending more time with children, feeding, diapering, and playing with them. (63) However, fathers are now playing a more equal parenting role, and there is a new interest in viewing parenting as an endeavor shared by both sexes.

(64) Many child-care experts maintain that if boys had more opportunities to play with and care for dolls, when they became adults they would be more comfortable sharing the responsibilities of raising children. (65) Boys who have been loved and cared for by their father or other male care takers are likely to be more capable of passing this loving concern on to their own children.

(66) As a case in point, Dr. Benjamin Spock, author of Baby and Child Care, believes that he became a children's physician because of experiences in his childhood -- (67) including living in a child-centered family, caring for children, changing diapers, and playing with babies. Unfortunately, not many males have this experience.

(68) Parents face many dilemmas related to sex-role stereotyping, such as deciding what toys or playthings to provide for children's use. (69) For instance, three-year-old Todd became attached to a purse -- a gift purchased for a girl cousin. He delighted in filling and emptying the purse with his possessions and carrying it about the house. (70) His father, believing that "purses are for girls" and that the object would turn his child into a sissy, took the purse away and refused to let him play with it. (71) The child's mother, recognizing the value to the child, made a denim shopping bag as a replacement. As a parent, what would you do and how would you handle a similar situation? (72) Is there a danger that certain toys will turn boys into sissies and girls into tomboys? Will children who play with non-traditional toys be teased?

(73) Most learning psychologists believe that appropriate sex roles are learned by satisfactory identification with males and females who are comfortable with their roles. (74) They are also learned from one's hormones and body. Dolls do not necessarily feminize boys; nor do toy trucks make girls masculine. In other words, a child's choice of toys alone will not threaten sexual identity. (75) The child's identity is more likely to be shaped by the attitudes and feelings surrounding the use of toys, by being teased, called a sissy, or referred to as a tomboy. (76) If a father is uncomfortable about what is boyish or a mother is uncomfortable about what is girlish, sons and daughters will sense some of the anxiety.

(77) Books influence sex role development. The models of boys and girls presented in the mass media and picture books is often inaccurate and limited. (78) Of 49 Newberry Award winning books in 1969, stories about boys outnumbered stories about girls by three to one. This ratio has not changed much in recent years, despite the attention to racism and sexism in literature. (79) Boys are commonly depicted as adventuresome, climbing trees, finding surprises, dreaming dreams, taming wild things, making boats and club houses . . . while girls commonly stand with their hands behind their backs. (80) They watch, look, and listen, wait on boys, clean up messes, and fix the food. Publishers are working to correct this situation, but much remains to be done.

(81) One study that analyzes school textbooks found that of 2,760 stories in 134 books, boy-centered stories outnumbered girl-centered stories five to two. (82) Males were shown with more

positive characteristics. One hundred forty-seven different career possibilities were shown for boys, while only twenty-six were shown for girls. (83) Sexism in literature limits how both boys and girls see themselves. Girls who do not read about and see women who have become mechanics, architects, engineers, and truck drivers are less likely to select these roles.

(84) This is not to imply that parents should change their careers or life styles in an effort to provide role models. Patterns once established are hard to break, and by the time one is an adult, it may be difficult to learn new attitudes and skills. (85) Many women will, by choice, spend most of their time as housewives and mothers, just as many men will continue to spend most of their time with careers outside the home. (86) That is to be expected. However, studies show that even parents who select traditional roles for themselves would like to have more opportunities open to their children. (87) Parents who are able to somehow expose their children to a great variety of life styles and careers available to both sexes will make it easier for children to make informed choices rather than accidental or limited choices.

(88) A related point is that children are more likely to aspire to schools, training opportunities, and careers if people they know and identify with are engaged in them. Children who go to college most often come from families where other members went to college. (89) Persons engaged in the trades -- such as plumbers and electricians -- frequently have relatives employed in similar work. Some apprenticeships are passed from father to

son. (90) People tend to engage in what they know or have familiarity with. For these reasons, it is helpful to introduce children to a brcad range of occupations and roles. (91) This can be done using resource persons and field trips in the community. The point is, before any career can become a possibility, the child, adolescent or adult must come in contact with it. Then he or she can aspire to that role.

(92) All work has utility and dignity. The role of parents in early childhood education is to broaden a child's future choices and to familiarize the child with many different workers and careers. (93) Career experience is acquired and choices are made later in the child's life.

In summary, you can broaden your child's career options if you:

(94) Assign home tasks according to need, interest, age, and experience rather than by sex alone.

(95) Introduce children to a variety of role models and occupations -- traditional as well as nontraditional.

(96) Provide children with toys and books that show a wide range of work roles for both sexes.

(97) "Produced by Olympus Media" (Title).

Topics and Questions for Discussion

(1) Discuss how changes in society have necessitated changes in career preparation for both sexes.

(2) What is meant by assigning tasks on the basis of conventional sex roles?

(3) How might this limit children's options?

(4) Why might it be helpful for children to see more male teachers or for children to come in contact with handicapped workers?

(5) Will sharing home duties make girls "masculine" and boys "feminine"?

(6) What does it mean to be "masculine" or "feminine"?

(7) How do toys influence sex-role learning both positively and negatively?

(8) Why do some persons advocate that parenting be shared more equally between both parents?

(9) Will children who play with non-traditional toys have their self-esteem damaged by being teased?

(10) Discuss how you think sex roles are learned.

(11) How do books influence sex role stereotypes?

(12) How can parents broaden children's opportunities without having to drastically change their own careers and/or lifestyles?

(13) Why is it that children aspire to careers and opportunities that they are familiar with?

Follow-up Activities

The following activities are "partnership tasks" for use in conjunction with the filmstrip titled "Broaden Your Child's Career Options: Non-traditional Roles and Stereotypes." These activities are most rewarding when carried out in a small group setting (two or three persons). Ideas and responses should be discussed in the small group. The results can then be shared with the larger group.

Activity 5-A -- Sex-role Stereotyping

Divide a sheet of paper into two columns. Label the first column "Stereotyped Work Roles." Label the second column "Distinguishing Characteristics." Divide each column vertically into two equal parts.

In the top half of the first column, list several "jobs" which some people might think are feminine jobs. Be sure to include jobs related to the home as well as employment outside the home. In the bottom half of the first column, list several "jobs" which some people might consider to be masculine.

Discuss the two sets of "jobs" with your partner or partners, and see if you can determine some common distinguishing

SEX-ROLE STEREOTYPING

Stereotyped Work Roles	Distinguishing Characteristics
1. Feminine Jobs	
2. Masculine Jobs	

Comments: _____

characteristics of the jobs which might cause some people to consider them feminine or masculine. List those characteristics in the second column.

What conclusions or comments do you have about the differences or lack of differences between the two sets of characteristics? Are there any jobs in either group which cannot be done by members of either sex? Why? Write down your comments at the bottom of the sheet.

Activity 5-B -- My Favorite Television Role

List five to ten of your favorite television characters. These should be the characters themselves, not the actors or actresses who play the roles. List characters who you admire, or who you enjoy, or who you feel you would like to play if you were a television performer. They should be characters with whom you feel you can relate.

How many of the characters are masculine, and how many are feminine? Discuss with your partner or partners what this means to you and to them.

Activity 5-C -- Toys and Toddlers

Toys can be excellent teaching tools because they help the child develop skills and they allow the child to relate to the world around her or him in a make-believe way. Some toys also teach stereotyped role behavior.

Divide a sheet of paper into three columns headed "Toy," "Skills," and "Stereotype," respectively. In the first column list several common types of toys used by preschool children. Through discussion with your partner or partners, list some of

the skills which you think each toy might help develop. Decide whether each of the toys you listed is masculine, feminine, or sex-neutral; indicate your decision in the third column.

Compare the skills you have listed with the stereotypes you have determined. Do you find a full range of skills for both masculine and feminine toys, or does one set of toys tend to emphasize different types of skills than the other? Discuss your conclusions.

Activity 5-D -- Other Stereotypes

Sex-role stereotyping is only one type of stereotype which limits the career potentials of children. We also tend to stereotype individuals because of other physical or social characteristics.

Discuss with your partner or partners some of the other kinds of stereotyping which occur in society. How do those stereotypes relate to career opportunities? What can be done to correct them?

Filmstrip Number 6

PARENTS AND CAREER EDUCATION
FOR THE HANDICAPPED CHILD

This presentation explores how parents can widen the handicapped child's career horizons by their behaviors and attitudes in the home. Its purposes are:

(1) To help parents enhance their child's self-concept
(2) To explore expecting realistic progress from children rather than too much or too little
(3) To point out that handicapped children are more alike than different and to help parents provide appropriate experiences

How to Use the Filmstrip

Insert Filmstrip No. 6 into the projector and place the corresponding audio cassette in the cassette player. (One side of the cassette contains inaudible "beep" tones to activate an automatic projector; the other side contains audible bell tones for manual operation.) Align the "FOCUS" frame of the filmstrip on the screen. Turn on the cassette player. If your filmstrip projector is the automatic type, it will automatically advance

the filmstrip at the proper times, in which case you should use the side of the cassette with the inaudible tones. If your projector is manually operated, use the side of the cassette with the bell tones and advance the filmstrip each time you hear the tone. Advance points are also indicated by circled numbers in the program guide which follows.

Program Guide -- Filmstrip No. 6

(1) "Home-based Career Education for Parents of Young Children" (Title).

(2) "Parents and Career Education for the Handicapped Child" (Title).

(3) Career education is just as important to the handicapped child -- and to the parents of handicapped children -- as it is to other children. In fact, it may be even more important (4) because the handicapped are entering the labor market in increasing numbers. (5) And handicapped children now in school can look forward to full participation in the world of work.

This was not always the case. (6)

The struggle for the handicapped to obtain equal rights has been long and difficult. Even now, much remains to be done. But a great deal of progress has been made. The struggle has gone through at least three stages: isolation, separation, and mainstreaming.

(7) Some years ago, the practice was to isolate the handicapped, to keep them hidden. Parents refrained from taking their handicapped children out in public. (8) Often, visitors were

discouraged from entering homes where handicapped children lived. The children, themselves, had no opportunities to interact, to learn, and to develop into functioning members of society. (9) We all tried to pretend that handicapped persons did not exist. It was a period of terrible misunderstanding and unfounded suspicion.

(10) Then changes began to occur. The handicapped children led the way. (11) They formed their own organizations, and they worked to remove the stigma from the handicapped. (12) and to force the members of society to recognize that handicapped persons have the same right as everyone else to a satisfying life,

. . . (13) to participation in social activity,

. . . (14) to education,

. . . (15) and to meaningful work.

(16) It was -- and is -- a difficult period for parents of the handicapped. Parents had to learn not to blame themselves for the handicapping condition. They had to learn to allow their handicapped children more independence than in the past. (17) They had to learn to share their struggle with the child and others, rather than to accept it as a personal burden.

(18) But it was easier for the parents to grow and learn new attitudes than it was for the society in which they lived.

(19) Society first tried to offer its benefits on a separate-but-equal basis. It provided separate schools for the handicapped,

. . . (20) and separate busses,

. . . (21) and separate classrooms,

. . . (22) and even separate work places. The federal government entered the picture to "guarantee" these benefits to the handicapped (23) with such legislation as the Vocational

Education for the Handicapped Act of 1968. This approach based on separation was a step forward, but it is not enough.

(24) We are now entering a new phase in securing rights for the handicapped. It's called the mainstreaming concept, and it stands for the entry of the handicapped into all phases of society on an equal basis. (25) It begins in the preschool, where handicapped children attend alongside other children.

(26) It continues through the school years. And it extends into the work place, where handicapped workers work alongside the non-handicapped.

(27) Mainstreaming begins with the premise that most handicapping conditions are specific. That is, the handicap affects one or two functions of the individual but does not impair normal functioning outside the specific condition. A second principle follows from the first. It is that handicapped children are more like other children than they are different from other children.

(28) At the urging of handicapped persons and parents of handicapped children, the federal government has taken significant action to advance the mainstreaming concept. (29) The Equal Education Opportunity for the Handicapped Act provides that all handicapped children are entitled to free public education. One of the goals of the U.S. Office of Education is to see that all handicapped children receive the benefits of career education. (30) And the federal government requires any organization which does business with the government to have a positive plan to prevent discrimination against the handicapped in hiring.

(31) These are all positive steps, but if they are to succeed, two types of barriers must be eliminated. The first are physical or architectural barriers. The second are barriers of attitude.

(32) Once again, parent organizations and handicapped groups have worked to reduce the number of physical barriers. Such things as stairs, . . . (33) revolving doors, . . . (34) and curbs limit the mobility of handicapped persons. (35) Simple architectural modifications make it possible to go around those barriers.

Barriers of attitude are more difficult to deal with. (36) But the handicapped and parents of handicapped children have many allies in this effort. A number of organized groups lobby with state legislatures, work with school administrations, (37) conduct public information campaigns, and encourage employers to change their attitudes. (38) Parents who wish to help can join such groups or can subscribe to publications dealing with the problem.

(39) Parents of handicapped children can also do a great deal in the home to help with career education. (40) The handicapped child needs to develop self-awareness and self-confidence. Parents can help by making sure the child is not isolated (41) . . . and by giving the child many chances to test out various skills.

(42) The handicapped child should experience social contact with other children. This helps the child to realize that his or her needs are the same as those of other children. (43) It helps other children learn to understand the similarities between themselves

and the handicapped. (44) The handicapped child should also have experience with other handicapped persons, both children and adults.

(45) Parents can take the child to visit places where the handicapped are working. (46) Other handicapped youngsters -- such as high school students -- can be invited into the home to share experiences with the child.

(47) In the terms of career education, the child must progress through the same stages of career development as any other child. He or she must develop work attitudes and values during the early years. Next comes a period of career awareness, when the child learns how work and workers contribute to the quality of life. Career exploration is the stage when the many career possibilities in the world of work are examined. Finally, career preparation means developing both specific and general skills for full participation in the work force.

(48) Contrary to past experience, a significant proportion of today's handicapped children will find meaningful, satisfying work by the time they reach adulthood.

(49) Career education begins in the home.

Parents can provide many opportunities for children to experience the satisfaction of work, as well as to develop self-concept. (50) All children want to help with duties around the home. It makes them feel important. It gives them self-confidence. (51) And it helps them understand the potentials as well as the limitations which they possess.

(52) Concentrate on those tasks where the child can experience success. Begin with self-help tasks, such as feeding one's self or putting on one's own clothes. (53) When the child successfully perform a task, apply the positive reinforcement of a compliment.

(54) Allow the handicapped child to participate in the planning of family work activities. (55) Find tasks around the home which are suitable to the child's abilities, and give the child responsibility for those tasks. (56) Talk freely about work and its value and the satisfactions that work can provide.

(57) Handicapped children derive special value from career awareness activities. (58) The goal is to point out the variety of work and workers which are necessary to society. (59) The child should understand that everyone with whom he or she comes in contact has a career. As the child realizes how careers differ and how people differ, the child finds his or her own differences to be less disturbing.

(60) People select different jobs and careers because they have different talents and abilities . . . or because they do not have the talents and abilities for other careers.

(61) The handicapped child is not different in the need to identify personal abilities as well as personal limitations.

This same type of activity continues into the career exploration stage. During this stage, the handicapped child will want to examine more closely the type of work being performed by handicapped workers. (62) The emphasis should not be on the type of work so much as on the fact that handicapped workers achieve satisfaction through their work.

(63) As the child explores the world of work, he or she will want to try out skills observed in the process. (64) Parents should do whatever they can to provide such opportunities for their handicapped children. (65) It will help develop confidence, not only in being able to perform tasks, but in being able to deal with the inevitable frustrations that are bound to occur.

(66) The handicapped child also needs to go through a career preparation stage. This means acquiring some additional work-related skills, (67) as well as learning how to look for a job, how to secure a job, and how to keep a job. (68) A trained counselor can offer significant help at this stage. In fact, parents should seek the help of a professional counselor at all stages of career education. (69) This is important to the handicapped child, because the child has individual needs which may require the advice of a trained professional.

(70) At every stage of the career development process, parents should help their handicapped children set reasonable goals. (71) A fairly common occurrence is for parents to overprotect the handicapped child. Expecting too little from a child can be just a harmful as expecting too much. This required constant assessment of the child's progress and abilities. (72) Once again, professional help is useful in making these assessments.

(73) Whenever possible, handicapped children should have all the experiences appropriate to every child. (74) This includes making sure that the child is taken out into the neighborhood and that he or she has many opportunities to play and interact with other children and adults. (75) It is often the special child who

most needs socialization skills and a variety of experiences (76) -- playing with other children, going to birthday parties, visiting the park or zoo, attending preschool, going to church, and other events.

(77) These are all experiences that will help the child learn.

(78) In summary, the home and parents are very important in helping the handicapped child develop skills as well as self-esteem and positive work values. (79) Handicapped persons have made a great deal of progress with regard to career opportunities and entry into the work force. But much remains to be done.

(80) Handicapped children in school today will be afforded work opportunities not previously available to the handicapped. (81) Career education is important to them if they are to prepare for those opportunities. (82) (83) (84) (85)

Remember:

(86) Whatever you do to help your child learn through positive, successful experience will contribute to a positive self-image.

(87) Give your child attention and praise each step along the way.

(88) Provide work experiences for your child, as well as educational and social experiences.

(89) It is important to expect realistic progress rather than too much or too little.

(90) "Produced by Olympus Media" (Title).

Topics and Questions for Discussion

(1) As a parent, do you or have you ever reacted by blaming yourself for the child's handicapping condition?

(2) How will learning to deal effectively with your own feelings help your child?

(3) Discuss agencies in your community that can provide services and resources for handicapped children.

(4) What are some of the rewards that come from raising a handicapped child?

(5) Are there times when what is "best" for the child is contrary to the child's wishes?

(6) What are some household tasks that your child can help with?

(7) How can a parent determine what a reasonable goal is?

(8) Is there a danger in wanting the child to learn too much at once, of applying too much pressure?

(9) What are the problems unique to the physically handicapped child as opposed to the mentally handicapped?

(10) How can a parent explain to others that there is a handicap?

(11) Do doctors or other professionals give a clear picture of the future expectations parents can have of their child? If not, where can their information be obtained?

(12) Which things about the handicap can be shared in front of the child and which things said when the child is out of hearing?

(13) How much should a parent tell a child about the limitations of the handicap? When?

(14) What would some other appropriate activities be for a handicapped child in your community?

Follow-up Activities

The following activities are for use in conjunction with the filmstrip titled "Parents and Career Education for the Handicapped Child." The first two activities are "partnership tasks." These activities are most rewarding when carried out in a small group setting (two or three persons). Ideas and responses should be discussed in the small group. The second two activities are "child-related tasks." These should be done at home before they are discussed with the small group. The results of both types of activities can be shared with the larger group if the opportunity presents itself.

Handicapped children and their parents can benefit from the follow-up activities presented in conjunction with the other filmstrips in this series. All of the activities are relevant to handicapped children; they need be modified only to the extent necessitated by the specific handicapping condition.

Activity 6-A -- Let's Talk About It

Parents of handicapped children usually find that the situation brings both problems and benefits. It is often helpful to share both the problems and the benefits with others who may be going through similar experiences.

Fold a sheet of paper in half lengthwise. On one side of the fold, list the problems which you think are most troublesome

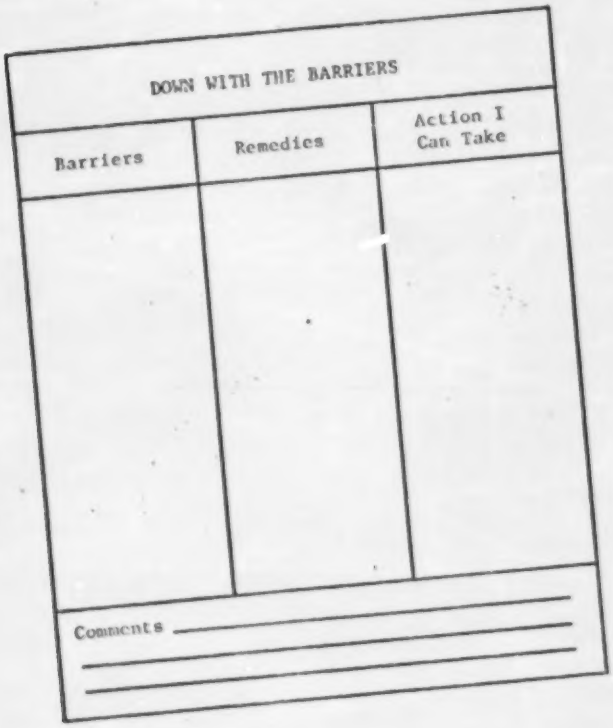
to parents of handicapped children. On the other side of the fold, list some of the benefits which might be connected with having a handicapped child in the family.

Discuss the problems and the benefits with your partner or partners. Be prepared to summarize your discussion.

Activity 6-B -- Down With the Barriers

Handicapped persons are faced with two kinds of barriers to normal living -- architectural barriers and attitudinal barriers.

Divide a sheet of paper into three columns. In the first column, list as many specific barriers as possible which hinder the normal development of handicapped children. If your own child is handicapped, list those barriers most appropriate to his or her handicapping condition. Discuss the remedies for those barriers with your partner or partners, and in the second column,



note what those remedies might be. In the third column, note any specific action you have already taken or are now prepared to take in order to help reduce the barriers confronting the handicapped. If you feel there is nothing you can do, then write down some steps others might take to remedy the situation.

Share your thoughts with your partner or partners.

Activity 6-C -- A Special Field Trip

Contact an agency or agencies which provide assistance to handicapped persons and ask for the names of organizations in your area which employ the handicapped. Identify an organization which employs individuals with handicaps similar to your child's handicapping condition.

Arrange a visit for you and your child to the organization you have identified. You may also wish to invite one or more of your child's friends to accompany you.

Observe the same procedures described for Activity 4-D.

Activity 6-D -- The Visitor

Contact the principal of a local high school or junior high school and ask him or her if the school has a student with a handicap similar to your child's handicapping condition.

When you have identified such a student, invite him or her to visit with your child.

Appendix C

Parent Interview Form

NAME_____

DATE_____

INTERVIEWER_____

1. Have you changed any after viewing the Career Education filmstrips and taking part in the discussions? In other words, have your attitudes, knowledge, or behavior changed as related to Career Education?

2. Attitudes--Have your feelings or attitudes about work or careers changed?

3. Knowledge--Do you feel that you now know more about the subject of career education?

4. Behavior--Has taking part in the career education series changed what you do with your child?

5. Recalling the individual filmstrip presentations, what are the changes you feel you have made with regard to attitudes, knowledge, and behavior in each of the following:

A. WORK: WHAT YOU DO ALL DAY

What does the word "work" bring to mind? It isn't what work you do, but how you feel about it. Job satisfaction is related to good decision-making skills and a plan of action.

B. WORK VALUES AND ATTITUDES BEGIN AT HOME

Career education is all experiences that prepare us for work. Good work habits grow from parents' positive responses to a child's accomplishments. Self help skills and simple tasks at home provide a basis for work success later on. As a parent, you can influence your child's attitudes about work.

C. HOW TO TEACH YOUR CHILD TO WORK

A child's "work" can be rewarded in many different ways. Giving a child choices in his daily life prepares him for decision making later on. Routine, organization, and responsibility are important in preparing a child for work. Also important are good modelling by parents in addition to parents' follow-through.

D. INTRODUCE YOUR CHILD TO THE WORLD OF WORK

Introducing your child early to different kinds of workers gives him an idea of the variety of jobs possible. Field trips with discussions before and after can give a child information about the wide range of working situations, as does taking a child "on the job" to let him experience a parent's job first hand.

E. BROADEN YOUR CHILD'S CAREER OPTIONS: NON-TRADITIONAL ROLES AND STEREOTYPES

The role of both men and women in work is changing. Give children opportunities for a variety of tasks at home; not just those traditionally given to boys and girls. If a child is given the chance to observe men and women in a broad range of career situations, he or she will be aware of job choices for himself/herself.

6. What did you like least about the Career Education Training?

7. What did you like most about the Career Education Training?

8. What topic area or areas of the training would you like to see repeated or expanded?

9. What would you do to improve the Career Education Training?

10. Do you have any other comments?

11. How many sessions did you attend?

12. Did you attend with another person? Did you discuss the series with that person? Did it make a difference?

Appendix D

Pre- and Post-test Instrument

NAME _____ DATE _____

CAREER EDUCATION PRE-ASSESSMENT

Below is a series of statements. Please indicate your response to each of the statements by circling the appropriate number on the scale of "1" through "5". The number "1" indicates you strongly agree with the statement; the number "3" indicates you don't know whether you agree or disagree, or that you are undecided; the number "5" indicates that you strongly disagree with the statement. The other numbers indicate related reactions. For instance, the number "4" indicates that you mildly disagree with the statement.

I. Career education is important for the pre-school child.

1 ——— 2 ——— 3 ——— 4 ——— 5
Strongly Agree — Neutral or Undecided — Strongly Disagree

II. Career education is of more concern and importance to students as they get older -- as adolescents and young adults.

1 ——— 2 ——— 3 ——— 4 ——— 5
Strongly Agree — Neutral or Undecided — Strongly Disagree

III. Career education begins at birth and continues through old age.

1 ——— 2 ——— 3 ——— 4 ——— 5
Strongly Agree — Neutral or Undecided — Strongly Disagree

IV. Parents' attitudes toward work influence children's attitudes.

1 ——— 2 ——— 3 ——— 4 ——— 5
Strongly Agree — Neutral or Undecided — Strongly Disagree

V. Children should be expected to help around the house by carrying out self-help activities and by doing chores -- housework and yardwork.

1 ——— 2 ——— 3 ——— 4 ——— 5
Strongly Agree — Neutral or Undecided — Strongly Disagree

VI. Career education is not much different from vocational education.

1	2	3	4	5
Strongly Agree		Neutral or Undecided		Strongly Disagree

VII. Career education is a new class for high school students in which they learn how to choose a job.

1	2	3	4	5
Strongly Agree		Neutral or Undecided		Strongly Disagree

VIII. Career education is intended for all students in all grades, as well as for adults and pre-schoolers.

1	2	3	4	5
Strongly Agree		Neutral or Undecided		Strongly Disagree

IX. Because of changes in society, it has become more important for women to prepare for meaningful careers.

1	2	3	4	5
Strongly Agree		Neutral or Undecided		Strongly Disagree

X. List as many ways as you can to help your child learn about work and become prepared for a meaningful career.

Appendix E

Career Education Program Participant Summary

(OE Form 467)

b. RATE	c. BASE
d. TOTAL AMOUNT	e. FEDERAL SHARE

NAME	TITLE	TELEPHONE		
		AREA CODE	NUMBER	EXT.
SIGNATURE OF AUTHORIZED OFFICIAL		DATE REPORT IS SUBMITTED		

HEW-601T

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor, industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISL. .DER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6) and Preschool	2	2	9	32	5	50	8		31	26	24
MIDDLE/JUNIOR HIGH (7-9)			1	3		4	1			1	3
SENIOR HIGH (10-12)		1	3	7	1	12	2		2	5	7
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)											
SUB-TOTAL	2	3	13	42	6	66	11		33	32	34
EDUCATIONAL PERSONNEL											
TEACHERS			1	2		3				1	2
COUNSELORS											
ADMINISTRATORS			1	6	1	8				3	5
MEMBERS OF THE BUSINESS/ LABOR INDUSTRY COMMUNITY											
PARENTS	1	1	8	21	6	37					
OTHER (specify) Project Personnel				5		5					
TOTAL	3	4	23	76	13	119					

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Appendix F

Financial Status Report

(Form HEW-601T)

FINANCIAL STATUS REPORT

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT

2. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO.

3. NAME AND ADDRESS OF GRANTEE ORGANIZATION
Olympus Research Centers
1670 East 1300 South
Salt Lake City, UT 84105

4. EMPLOYER IDENTIFICATION NO.
87-0277493

5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO.

6. FINAL REPORT
[X] YES
[ ] NO

7. BASIS OF REPORT
[X] CASH
[ ] ACCRUED EXPENDITURES

8. PROJECT PERIOD (Month, Day, Year)
FROM 7 1 76 TO 6 30 77

9. REPORT PERIOD (Month, Day, Year)
FROM 7 1 76 TO 6 30 77

10. STATUS OF FUNDS	PROGRAMS - FUNCTIONS - ACTIVITIES (1)	(2)	(3)	(4)	(5)	(6)	TOTAL
a. Total outlays previously reported	-0-						
b. Total program outlays this period	100,158						
c. LESS: Program income credits	-0-						
d. Net program outlays this period	100,158						
e. Total program outlays to date	100,158						
f. LESS: Non-Federal share of program outlays	-0-						
g. Total Federal share of program outlays	100,158						
h. Total unpaid obligations	-0-						
i. LESS: Non-Federal share of unpaid obligations	-0-						
j. Federal share of unpaid obligations	-0-						
k. Total Federal share of outlays and unpaid obligations	100,158						
l. Total Federal funds authorized	99,986						
m. Unobligated balance of Federal funds	-0-						

11. INDIRECT EXPENSE: a. TYPE OF RATE (Mark box)
[X] PROVISIONAL [ ] FINAL
[ ] PREDETERMINED [ ] FIXED

b. RATE: 30%
c. BASE: 39,593
d. TOTAL AMOUNT: 11,878
e. FEDERAL SHARE: 11,878

12. REMARKS (Attach additional sheets if necessary)

13. Certification - I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purpose set forth in the grant award documents.

NAME AND TITLE: Kenneth C. Olson
President

TELEPHONE: AREA CODE 801 NUMBER 583-5300 EXT.

SIGNATURE OF AUTHORIZED OFFICIAL: Kenneth C. Olson

DATE REPORT IS SUBMITTED: Sept. 30, 1977

HEW-601T

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

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NUMBER OF PARTICIPANTS	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income) AMERICAN INDIAN	ASIAN OR	BLACK/	CAUCASIAN/		TOTAL	OF THE TOTAL (column 6) NUMBER WHO ARE HANDI-	GIFTED AND	OF THE TOTAL (column 6) NUMBER WHO ARE	

175

LIST OF ATTACHMENTS

Attachment 1 -- Your Child's Career (Book)

Attachment 2 -- "Your Child and Career Education" (Film)

Attachment 3 -- "Work: What You Do All Day" (Filmstrip and Audio Cassette)

Attachment 4 -- "Work Values and Attitudes Begin at Home" (Filmstrip and Audio Cassette)

Attachment 5 -- "How to Teach Your Child to Work" (Filmstrip and Audio Cassette)

Attachment 6 -- "Introduce Your Child to the World of Work" (Filmstrip and Audio Cassette)

Attachment 7 -- "Broaden Your Child's Career Options: Non-traditional Roles and Stereotypes" (Filmstrip and Audio Cassette)

Attachment 8 -- "Parents and Career Education for the Handicapped Child" (Filmstrip and Audio Cassette)